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ABSTRACT

The Special Education Department at the Torrens College of Advanced Education in Australia decided in 1973 to set up the special education research and resource centers at the College in conjunction with its training centers for teachers in special and remedial education. The centers would not only provide research facilities and a psycho-educational resource center, but would involve staff and students in community services to handicapped children and their parents by means of a toy library, parent advisory center, and developmental learning center. A special four digit cataloging system was devised which would process, store, select, retrieve, and cross reference all the non-book materials, toys, and equipment, as well as diagnostic and evaluative tests and instructional materials. This report describes services offered at the library, as well as the cataloging, circulation, shelving, and filing systems of this special library model. Appendices include a glossary of library terms, a bibliography of library procedures of toy libraries, and statistics and evaluations. A list of toy manufacturers and suppliers are also appended. (Author/AP)

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ED143304

Developing Special Education Resource Units and Toy Libraries

A Handbook of Procedures for Special Education Resource Units and Toy Libraries

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Education Department of South Australia

Torrens College of Advanced Education

Hardware
Toys
Diagnosis and Attainment Materials
Consultative Services
Training Courses and Inservice Conferences
Personalised Reference Services
Instructional Materials
Materials Production
Projectors, viewers, videotape, microfiche, etc.
To encourage
Sensory, sensory-motor, perceptual, perceptual-motor self-help, sociodramatic learning
Subject areas
Individual and group parent advisory services, special schools and classes, clinics, residential organisations, hospitals, teachers in mainstream
Use of instructional materials, resource centre/toy library training college units in diagnosis, remediation and management skills
Texts, pamphlets, journals, etc.
Kits, games, films, records, tapes, etc.
Equipment design and facilities for making toys, videos, etc.

Diagramatic Model of Services Provided by Resource Centres and Toy Libraries

Please note the subject heading areas under the section on Diagnostic and Attainment Materials should read:-
A range of psychological and educational diagnostic attainment tests and developmental profiles.

PREFACE

In recent years the field of special education has undergone many changes and new developments aimed at catering for the personal, social and emotional needs of handicapped children and their families. Included in these developments has been the rapid growth of a variety of services and materials not previously available. Resource units, toy libraries and programmes of parent involvement have been among the most important of these special services. Unfortunately, the increasingly wide variety of resources has not always been paralleled by systems of technical processes which would ensure that the resources are used efficiently, and in direct relation to the individual and group needs of the people they were designed to help.

Existing systems of classification and retrieval, such as the Dewey decimal system, are not particularly appropriate. The services provided by resource units and toy libraries need to lead directly from the individual needs of children, their families and teachers to the appropriate developmental and educational toys and equipment. During 1974-1975 a group of special educationalists and librarians researched facilities overseas and have developed a special library model which includes systems of cataloguing, classification, circulation, reference and advisory services, as well as allowing for some of the philosophical and theoretical implications involved in setting up a toy library and parent services. This manual, therefore, provides a systematic approach to the provision of appropriate professional services and materials within the field of special education resource units and toy libraries. It should be a useful aid to librarians and yet provide a detailed handbook for teachers with no library training who are concerned with the setting up of such services.

The publication of this manual has been a project of the Torrens College Department of Special Education and the Special Education Resource Unit of the Guidance and Special Education section of the South Australian Education Department.

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Mr E. Lasscock, Assistant Superintendent of Guidance and Special Education, South Australian Education Department.

Mr Larry Berk, who had directed a resource centre (SEIMC) in the U.S. prior to his appointment as a school librarian, was employed by Torrens College during May to assist in the adaptation of the catalogue system and provided indispensable assistance. He was ably assisted by Miss Kathy Gunn, a school librarian with Guidance and Special Education.

The important contribution of Mr Max Shackleford, a member of the Torrens committee, should be mentioned. A number of Advanced Diploma students from the Department of Special Education at Torrens College also played a significant part in the total project during 1974, namely; Mrs Jessica Ellis, now Supervisor of Special Education, Kindergarten Union of S.A., who during 1975 set up several toy libraries using the "model"; Miss Jenny Day, now advisory teacher, and Mr Russell Miller, now a special education teacher.

Many others have contributed to the project. In particular, the guidance of Mr Ian Watson, Head of the Department of Special Education, Torrens College, has been most helpful; and the constant assistance of support staff such as Mrs Melva White, Secretary of the Special Education Department at the College and now Secretary-Receptionist for the Toy Library and Parent Advisory Services, has made a major contribution to its effective administration. Thanks must also be given to Mrs White and Miss Marisa Lopresto of Torrens College and Mrs Dawn Hannan, clerical assistant of SERU for the final typing of sections of the draft manuscript.

INTRODUCTION

HISTORICAL SURVEY

The Special Education Department at the Torrens College of Advanced Education decided in 1973 to set up the special education research and resource centres at the College in conjunction with its training courses for teachers in special education and remedial education.

The centres would not only provide research facilities and a psycho-educational resource centre, but would involve staff and students in community services to handicapped children and their parents by means of a toy library, parent advisory centre and a developmental learning centre.

During the first half of 1974, as Torrens College developed its resource materials, especially its toy library equipment, it became increasingly evident that a special catalogue system was needed to overcome the organisational and administrative problems which seemed likely to arise.

The system would enable the Special Education Department to catalogue, process, store, select, retrieve and cross-reference all the non-book material, toys and equipment as well as the diagnostic and evaluative tests and the instructional kits in the Torrens College Resource Centre. A toy library and resources committee of Torrens staff and special education students was formed. In March 1974 an advisory committee was also established by Mr E. Lasscock, Assistant Superintendent of Guidance and Special Education for the Education Department of South Australia, on "The Proposed Establishment and Administration of Toy Libraries and Parent Advisory Services in South Australia." The advisory committee emphasised the need to establish a professional joint consultative committee to plan and coordinate resource services in this area and proposed that Torrens College should work closely with the new Guidance and Special Education Resource Unit to be established in 1975.

The model chosen, based on a four-digit system used by the Special Education Instructional Materials Centres (SEIMC) in the U.S., was considerably altered and adapted by the Torrens Toy Library and the resources committee and has been continually refined during 1974 by the joint consultative committee of Torrens and the Guidance and Special Education Resource Unit (SERU).

DEVELOPMENT OF SERVICES

The Torrens Toy Library and Parent Advisory Centre was opened in June 1974 and the success of the project was quickly established. During the latter half of 1974 hundreds of visitors saw the toy library and many schools and organisations decided to establish toy library facilities within schools for disadvantaged children, as part of Family Day Care Services or Kindergarten Union facilities, or wished to catalogue toys and equipment in special education centres.

With the development of SERU in 1975, consultative services were extended to special schools and special classes. It was quickly realised that an abridged version, providing a simpler form of the catalogue system, would need to be devised to service these smaller toy libraries.

As a result of these rapid developments, requests were made to the Administrator of Resources, Torrens Toy Library and Parent Advisory Centre, to conduct a conference on "Play, Learning and the Establishment and Operation of Toy Libraries and Resource Centres". This highly successful week's conference in December 1974 led to the request for a diploma unit to be established at the College to provide training in this new field. The course was begun in 1975 and the section on the library model was run by SERU and Torrens.

The need for a handbook to aid teachers, schools and centres to set up a viable way of handling non-book materials, toys and equipment, became urgent and this was furthered by numerous requests from interstate and even from overseas. The final draft of the library material has been largely written by Mrs Angela Roodhouse, the librarian at SERU, under the guidance of the Principal, Mr Larry Berk, and with the assistance of the Torrens College Committee. The sections on the philosophy and principles of toy libraries, on cataloguing and selecting toys, and on the work of Torrens College have been prepared by Mrs Hilary Johnson.

JOINT CONSULTATIVE COMMITTEE, 1975

Chairman and Project Organiser: 1974-1976
Mrs Hilary Johnson,
Torrens College.

Torrens College Committee,
Department of Special Education

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Special Education Resource Unit

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OUTLINE OF SERVICES

SPECIAL EDUCATION RESOURCE UNIT (SERU)

The Special Education Resource Unit is in operation to provide services within the following areas of the Guidance and Special Education Branch of the Education Department, S.A.

- Handicapped students not in attendance at a school
- Special schools
- Special classes—primary and secondary
- Children in the mainstream of education who, because of special needs, are being assisted by special education personnel

SERVICES OF SERU

Educational Resources

Provision of various types of educational resources to teachers and parents of children with various handicapping conditions is available. (Service also includes country areas.)

Toys (peg boards, pull toys, inset boards, etc.) to assist children in the many aspects of their development.

Materials which, along with toys, will assist handicapped students to overcome learning weaknesses in various areas of development, i.e. gross motor, auditory and visual perception, language. These materials will include such things as balance beams, spring boards, multi-media developmental kits, etc.

Games and other educational material to facilitate the acquisition of academic skills by handicapped children, i.e. dominoes, lotto, cards, relevant developmental kit material, film strips, loops, pictures, counting frames, etc.

Hardware (projectors, viewers, etc.) and software.

References: professional texts; parent advisory materials, i.e. pamphlets; journals; handbooks, curriculum guides, directories; reading lists and annotated bibliographies; educational diagnostic tools (tests, surveys, checklists, etc.); vertical file (miscellaneous) material; master copy of all toys kept on display, allowing teachers and parents to preview them.

Materials Production

Educational materials in various media made to meet teachers' specific instructional needs.

Liaison with Educational Technology Centre, providing the opportunity to use their technical experience for the creation of instructional materials.

Sponsorship

Sponsoring and organisation of workshops, inservice courses, talks on topics of special interest to people involved in the field of special education (these functions will be videotaped, catalogued, stored and disseminated with the rest of SERU's collection).

Examples

Demonstrations of the presentation of developmental kits, i.e. Distar.

Demonstrations of the effective administration of diagnostic tools, i.e. Valett.

Courses on the use of educational media, i.e. overhead projector, tape recorder, film loop projector.

Consultative Services

Consultation on technical processes involved in the organisation of materials in special education resource centres and toy libraries.

Detailed evaluations of developmental kits (by a committee composed of professionals in various areas of special education) and other educational resources.

Routing of copies of printed material of current interest to teachers, i.e. extracts from journals, books, reports, etc.

TORRENS COLLEGE OF ADVANCED EDUCATION

The Special Education Research and Resource Centres (SERARC)

Torrens College is the only college of advanced education in South Australia providing one year full-time courses in special education for qualified and experienced teachers. The courses include both general studies in special education and in-depth studies where students may specialise in any area of handicap or with any age group from preschool to post-secondary levels, and where they may be trained for teaching positions in special schools and classes or for advisory roles in assisting children with learning and behavioural problems in ordinary classrooms. The development of the work of the Special Education Department at Torrens College from 1969 onwards, assisted in 1974-1975 by special funding from the Australian government, has led to a rapid increase in staff and students and the setting up of the Torrens Toy Library and Parent Advisory Services in 1974, and the Psychoeducational Resource Centre in 1975.

The Torrens Toy Library and Parent Advisory Centre

A detailed account of the general philosophy and functioning of toy libraries is outlined later in the handbook. However, the major features of the Torrens Toy Library are included in this section.

The Torrens College Department of Special Education established the first toy library in South Australia in June, 1974, and it was the first tertiary institution to set up toy library facilities for handicapped children. It also offers a parent advisory service for families of handicapped children to help them with family management problems and to advise parents on ways of providing educational activities for their child in the home. The facilities in the College include a reception area, a playroom with one-way observation screens and remote controlled videotaping, and small assessment rooms. A small outdoor play area is also planned. The complex will be used by staff and students for research projects.

Lecturers in special education act as parent advisers and are assisted by special education students who are qualified teachers. They recommend toys appropriate to each child's stage of development and his level of functioning.

They suggest various ways of using the toys so that the parent can encourage the child in his play with them at home. Pamphlets and books on play, development of the handicapped and child care are loaned to parents to assist them in their understanding and management of the child.

The toy library is open ten sessions per week, including one evening and alternate Saturday mornings. The library already services 330 children and their parents who visit by appointment. Most parents visit about once every three weeks to borrow three or four toys which are carefully selected to cover different developmental areas. Each family has about half an hour with a parent adviser during which the child's use and enjoyment of the toys is discussed and new materials selected. Detailed records are kept of the child's progress. Small groups of children in special schools and classes, also visit the playroom and the toy library acts in an advisory capacity to many schools and agencies.

The project is offered as a free community service by the College which provided an initial grant of $3 000. An advisory teacher was appointed from Schools Commission funds during 1975 to assist in the full-time running of the service (from 1976 the position will be that of a College tutor and will be funded by the College). Part of the duties will be to drive the new mobile toy library which will be used for home and country visits within a radius of 80 kilometres of Adelaide.

Apart from the services offered by the toy library, a number of lecturers are developing projects which involve bringing in groups of parents. The new emphasis on seeing parents as co-therapists in programmes for the handicapped has led to programmes concerned with training parents in behaviour management techniques and in providing guidance for parents of deaf children.

The Psychoeducational Resource Centre

The Psychoeducational Resource Centre houses an extensive range of educational and special educational materials for students to examine and evaluate, borrow for use in schools, use as diagnostic aids and in planning remediation programmes. A master set of the major tests and kits is located permanently in the centre for staff and students to consult. Categories of materials include the following.

Diagnostic and assessment materials including psychological and developmental tests and evaluation materials.

Instructional kits and programmes. A wide variety of these materials is available covering all areas of development, all age groups, all types of handicap and every curriculum subject. A major emphasis has been given to remediation of learning problems in the basic skills.

Multi-media approaches. Carrels have been provided for use as listening booths and to develop a multi-media base for remediation programmes.

Play materials and educational equipment. The close proximity of the resource centre to the toy library illustrates the philosophy of the Department that remediation, particularly for the younger children, will include a wide range of toys and equipment to use with both individual children and small groups in special classes and schools.

The establishment of these centres with their facilities and materials will enable the Department to bring in school age children with learning difficulties, specific learning disabilities and behavioural problems to the Developmental Learning Centre which will operate in the College open-space classroom after school hours. Staff and students will diagnose problems and devise and carry out remediation programmes.

Research

Staff and post-graduate students are involved in the planning and implementation of research in the psychology and development of those with learning problems and handicaps as well as in the educational evaluation of diagnostic tests and instructional kits, and in the development of innovative developmental and educational programmes. The coordination of all research materials and resources within the library model has provided an integration of services which allows for ready access to relevant information in various forms, i.e. reference texts, journal articles and extracts, developmental kit material, toys and equipment, film strips and other multi-media approaches.

Community Involvement Programmes

The philosophy developed at Torrens College emphasises the need for staff and student involvement in community-oriented projects. Many special education lecturers and their students, are working closely with clinics, training institutions and agencies concerned with the handicapped, as well as with parents, schools and educational organisations. Over the last few years, a number of programmes have been developed by staff. These include the development and direction of a special educational programme for autistic children and their parents; student participation in a specially devised educational gymnastic programme for the handicapped; the development of an experimental play programme with retarded children in residential care; psychological consultative services to assist the development of special education within Catholic Education, and special remediation programmes in the basic skills.

All the services being offered by the Torrens College Department of Special Education have been developed in close cooperation with other agencies, in particular, the South Australian Education Department and its Guidance and Special Education section.

TOY LIBRARIES FOR HANDICAPPED CHILDREN

Philosophy of Toy Libraries

The first toy library was begun in Sweden in 1963 under the leadership of two psychologists, both parents of handicapped children, with support from the Swedish Scouts and Guides Association. Toy libraries developed rapidly in Sweden and extensive training programmes were started for toy library personnel. The counselling of parents has been one of the central activities of the services. Later, similar toy libraries were started in West Germany, Austria and Belgium and in England where there are over 150 toy libraries. Toy libraries have been started by parent groups, societies for the handicapped, schools, playgroups and training college and university research units. Mention should be made of the work at Nottingham University, to which all accounts of toy libraries, including the present are indebted. The first Australian toy library was started in Melbourne—Noah's Ark Toy Library for Handicapped Children. It was the first outside Europe and was opened in November, 1971.

In South Australia, Mrs Hilary Johnson, a child psychologist and lecturer in special education at Torrens College of Advanced Education, has been directing a programme for young autistic children in South Australia since 1969. This programme included the loaning of toys and educational equipment to parents and a parent advisory service. The Special Education Department at Torrens decided in 1974 to establish a similar centre at the College which would provide facilities for children with many different handicaps. Prior to this project a brief visit to England was made by Mrs Johnson to investigate and compare developments in this field.

Aims of Toy Libraries

Although the Torrens Toy Library is run for handicapped children, the aims of toy libraries mentioned below are relevant to all community centres and preschools lending toys and providing advisory services to parents.

The quotations below are taken from the Toy Libraries Association of England and have been condensed for this publication.

Aims of the Association

> The object of the Association shall be the relief and education of all handicapped children by the provision of therapeutic, educational and stimulating toys and equipment and in furtherance of such object the Association shall aim:
>
> To further the setting up of toy libraries, charitable, independent in this country whose purpose shall be: to assist in the development from the earliest age all handicapped children whatever their disability in the towns or areas covered by each of them; to provide the best available toys for them; and to provide an opportunity for professional involvement in a voluntary service for handicapped children.
>
> To foster the understanding of the play needs of handicapped children and give guidance on the selection of good toys and play materials.
>
> To promote, work for and maintain communication among: individual toy libraries; professional workers and toy libraries; manufacturers, designers, and other interested bodies and toy libraries; and societies for the handicapped and toy libraries.

The Toy Libraries Association in England has published numerous booklets, articles, and newsletters, which have been produced by their professional advisers.

Administration of Toy Libraries

There is no definitive body of knowledge on the setting up of a toy library. Such essential areas as the minimum space per child, the most appropriate room plan, the colour schemes and the ideal shelving have never been adequately researched.

This is probably because the majority of toy libraries in Europe and Australia have been developed by voluntary associations in existing facilities with minimum funding. Furthermore, they have varied considerably in their clientèle (the majority of the children being aged three to five), and according to whether the facilities have been set up for handicapped children or for disadvantaged children. Toy libraries may be open for a few hours per week or offer full-time play facilities for children. They vary in the degree of parent advisory help offered.

Whatever the particular aims which lie behind the establishment of each toy library, all libraries have a certain attribute in common, namely to provide a toy-lending service for brief periods of time, and most function in connection with some other service. A number of toy libraries charge admission fees and some have a set price per toy loaned, according to the value of the actual toy, with many charging for breakages. However, some toy libraries such as Torrens College, charge no fees or costs of any kind.

Most toy libraries work on the general principle that up to 80% of the toys and educational equipment will be out at any one time. A number of centres also allow the siblings of the handicapped child to take out equipment depending on the extent of the facilities provided.

In order for toy libraries to function as effective educational institutions, each large library should maintain a "master set" consisting of one copy of each of the major pieces of equipment which will be permanently available on display. The master set enables the special educator to do the following.

Assess each child's capabilities, especially their strengths and weaknesses in different developmental areas so that a check-list can be prepared which will assist the special educationalist concerned to assess the child's level of functioning.

Help parents and teachers to select toys from the complete range of equipment available and not from the 20% left in the library. When the most effective and appropriate toys have been selected, toys not available in the multiple copy section can be put on reserve and made available to the child at a later visit.

Make available a developmental range of toys, for children from birth to approximately seven years of age (mental age), which helps parents to understand both the development of learning in children and the development of play.

Offer parents a sample of the best toys available which will encourage them to become familiar with both good design and functional materials.

Mobile Toy Libraries

In many situations a mobile toy library may be necessary. For example, a careful survey of parents attending the Torrens Toy Library revealed that the majority were middle class parents with their own cars, many of whom travelled long distances to use the facilities. Adequate help was not being provided for the following groups of parents of handicapped children.

Parents from lower socio-economic groups who proved less ready to visit a tertiary institution.

Parents with an extremely handicapped child who found great difficulty in coping with public transport.

Parents with a chronically sick or convalescent child.

Parents with a number of young preschool children as well as the handicapped child who could not cope with the travelling necessary to visit the library.

Parents in reduced financial circumstances who could not afford the transport concerned.

Parents who lived in outer dormitory suburbs where transport was rarely available.

Country parents within fifty miles of Adelaide, or parents who were sick or pregnant.

Value of Toy Libraries for Handicapped Children

Toys can be used to draw a handicapped child outward, to help him to interact with the world he lives in, to enrich his limited experience so that where the ordinary child learns through the sheer multiplicity of opportunities he may learn through an intensified learning situation and be given a taste of exciting possibilities to help him to push forward his own boundaries.

Toys can, in fact, help to prevent the child becoming additionally handicapped by the consequences of his inability to explore and experiment like ordinary children.

Through carefully chosen toys and equipment many handicapped children would be able to make considerable progress in a number of areas.

Handicapped children will be able to advance from simple levels of seeing, watching, gripping and manipulating to developing constructive skills such as observing, exploring, noting similarities and differences making judgements and finally classifying materials and developing creative constructions.

Handicapped children can be guided to make fuller use of both proximal senses and distal senses and can learn through active touch and haptic learning which will use both the tactile and kinesthetic modalities. The importance of this for sensorially deprived children will be realised.

Emphasis on toys and equipment which will help motor skills and provide motor therapy will help many handicapped children with neuro-muscular difficulties. Sensory-motor activities will be encouraged as a precursor to perceptual-motor activities and will promote cognitive learning as well as sheer enjoyment.

The importance of repetitive acts in learning is only just being fully realised. Through appropriate toys the handicapped child can practice skills or try an activity over and over again until it is mastered.

Increasing control over the environment will help to make handicapped children more self-confident as well as extending their knowledge of their world. Constant changes of play materials and new experiences will bring skills in numerous areas, all adding to an enrichment of their lives and personalities.

Socialisation is often limited for the handicapped and an opportunity to play with a variety of materials, many of which will lead to shared social activities, will slowly help the child to have increasing success in play with his peers and to partake in family games and activities.

Obviously toys on their own are insufficient, parents and adults play major roles in the therapeutic process.

The Value of Toy Libraries and Advisory Services for Parents of Handicapped Children

Toy libraries can provide an invaluable service to parents in the community, especially when set up in disadvantaged areas and areas of "priority need". Few parents can afford good toys which provide the range of materials necessary for a developing child. Toy libraries offer a pleasant informal environment where parents and professional staff can share the child's enjoyment in the learning environment provided, and the parent is helped to understand the value of play and its importance in development. At the same time the professional staff concerned are helped to understand that although they can provide a valuable adjunct to the parent's interaction with the child, they are merely providing an extra dimension to the family dynamics. As Elizabeth Newson states:

> What all this adds up to is a concept of parents as a uniquely caring force in the child's development. Parents have an involvement with their own child which nobody else can simulate. In this lies both their strength and their vulnerability. The crucial characteristic of the parental role is its partiality for the individual child. This is why all the other caring agencies that we can devise can never be quite as satisfactory as the "good-enough" parent (to use Winnicott's term). The best that community care can offer is impartiality to be fair to every child in its care. But a developing personality needs more than that: it needs to know that to someone it matters more than other children, that someone will go to unreasonable lengths, not just reasonable ones, for its sake. That is the parental role which may well be of the greatest importance of all; and that is the role which society, will, I think, find impossible to replace.[3]

Many parents of handicapped children have had little practical advisory help from professionals and have little knowledge of what to expect from their handicapped child or how to help him. Toy libraries can offer professional advisory services in a number of important areas.

Toy libraries can help parents to understand the developmental level at which the child is functioning.

They can "teach" parents to be aware of how children learn, through the informal play situation.

By having access to a variety of toys, parents can be assisted in finding the most appropriate toys and they can be helped to gain the maximum use from each piece of equipment.

Parents can be aided in understanding how activities carried out in the home and time spent in playing with the child and practising new skills learned will help the child to maximise his potential.

Parents can be shown how to be inventive by making simple home-made toys and equipment which will provide a variety of enriching experiences for the child. The use of everyday objects in the home by the child is emphasised so the child can gain vital learning experiences from his natural home environment.

Parents will be able to gain a sympathetic ear and professional help with all the myriad difficulties that they encounter with bringing up a handicapped child. Often parents find it difficult to talk about feeding, sleeping, and management difficulties to professionals. Studies show that during the informal contact in a toy library session and through frequent contact with toy library professional staff, parents can be helped to relax in their contact with their child and to enjoy and appreciate small developmental steps—progress which they would often not have been aware of or regard as significant without the advisory help of a trained person.

The toy library will need to be well-stocked with journal articles, pamphlets and books on child development and play as well as on the different types of handicaps so that parents can be helped to understand the nature of their child's handicap and the progress that the child is likely to make.

Parents will often need help with behavioural management of the handicapped child and there are many books and pamphlets on teaching self-help skills such as feeding, dressing and toileting.

Many psychologists are teaching parents how to modify their child's disturbed behaviours and how to use simple behaviour modification techniques such as positive reinforcement, shaping, chaining, modelling and other practical ways of teaching new skills.

Without the involvement and cooperation of the child's parents, any attempts at therapy or remediation through the toy library are unlikely to be successful. Professionals need to see parents as co-therapists, as part of the "team" involved in maximising the child's potential, and any assessment of the child's needs must involve a two-way process. As Elizabeth Newson notes:

> In particular, when remedial strategies are suggested, there must be reasonable two-way communication about whether or not they are working. Parents need the opportunity to report back, secure in the knowledge that if they are not succeeding in achieving certain goals they will be advised by a sympathetic professional worker about changing their methods or, if need be, the goals themselves. The parent in fact becomes a vital member of the remedial team, and it is essential that progress or lack of it should be capable of discussion as between members of a team, without the parents feeling that the professionals may be threatened if their advice fails to "work". The cooperative approach makes communication much more free, assessment itself becomes more accurate, and remediation more reliably based and therefore more effective.[4]

The Advisory Personnel

The role of the professional adviser in the toy library is a very complex one. The adviser may come from a number of disciplines including psychology, physiotherapy, occupational therapy, speech therapy, education, or special education. However, special skills and training are necessary if toy libraries are to be run effectively. As has been pointed out by the Nottingham University Child Development Research Unit Toy Library, there should be "no assessment

without remediation and no remediation without assessment". Elizabeth Newson continues:

> In practice, the key to effective remedial help which is offered by the Toy Library lies in the detailed and systematic observation of the spontaneous behaviour which the child is capable of showing under optimal conditions of stimulation. Wherever possible, therefore, observations are made while the mother is herself deliberately trying to stimulate and encourage her child to be maximally responsive, which is clearly rather different from what has conventionally been regarded as a formal testing situation. The purpose is also different, however, since we wish to discover the highest level at which the child can function at his best, in order to appraise his potential as opposed to his most usual level. To aid in his assessment, suitable toys are selected from the Toy Library; but the discussion that takes place with the mother, both about how the child plays now and what he should be capable of moving on to, is equally important.[5]

It is felt that the advisers need to be trained in a number of significant areas.

They need to be highly trained in child development to fully understand developmental functioning levels and to assess the child's conceptual and cognitive level and his needs, interests and motivational levels.

The adviser needs to be able to assess each individual child's "strengths and weaknesses". This would mean that experience with preschool and junior primary age groups would be an advantage, as well as knowledge of the specific problems of groups of handicapped children.

The adviser needs to be well versed in observational methods, interview methods, counselling approaches, etc. to be able to gain information from parents, to understand parent-child interactional dynamics and to be able to be flexible and adaptive enough to harness parent motivation.

The adviser needs a good knowledge of children's play and of how educational equipment and toys can be chosen not only for the child's enjoyment but also for purposeful learning and to assist in the remediation of learning difficulties and problems.

A sound knowledge of what constitutes "good educational design" in toys and equipment is also essential, as well as the need for careful grading of the toys for each developmental area so that equipment at successive learning levels can be offered to the child.

Knowledge of cataloguing skills and organisational knowledge is essential for the effective functioning of the toy library. New equipment will need to be carefully assessed for its "educational principles" and training in library techniques appropriate for non-book materials is important.

Records will need to be kept and should include information about the child's developmental functioning, indicate special learning difficulties, and offer observational schedules on the child's play and his use of specific equipment. A borrowing card for each child should list the toys taken on each occasion and whether or not they were both appropriate for the child and enjoyed by him.

Future Trends

As the number of toy libraries for the handicapped has been increasing, a need has been felt for communication between centres at both a state and an interstate level. The first toy library conference was held in Melbourne in November, 1974, at the Noah's Ark Toy Library. The formation of an Australian Association of Toy Libraries for handicapped children is currently being considered as a result of that conference, thereby joining together voluntary organisations offering toy library and parent advisory services.

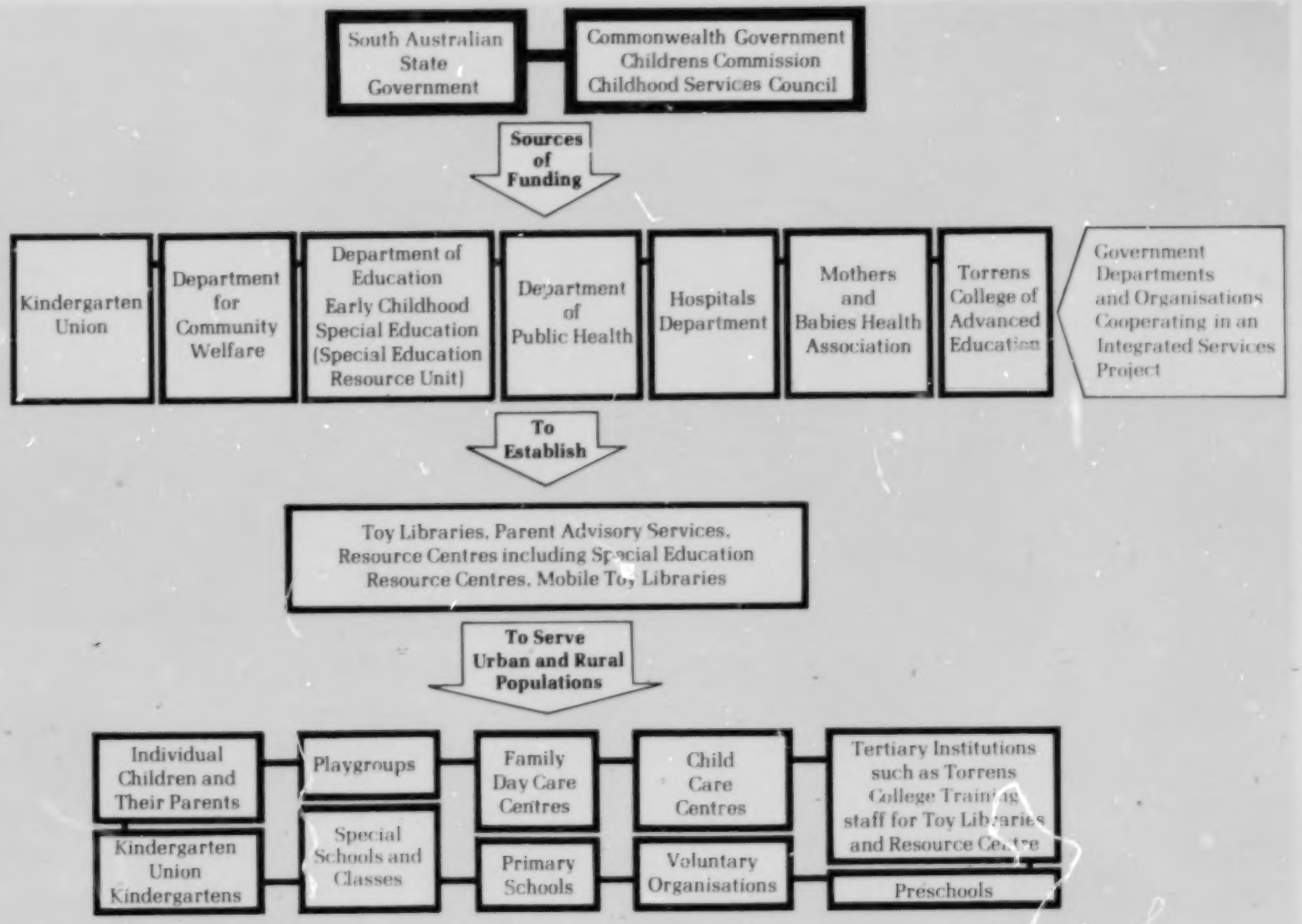
In the beginning of 1974 steps were taken in South Australia to coordinate facilities being offered by Torrens College and the Guidance and Special Education Branch of the Education Department. Since then, the Kindergarten Union and the Education Department's community-based preschool centres

and some family day care centres have already started using an integrated system of administration. This has been helped by the training course offered at the College. Recently the groups concerned with running resource centres, toy libraries and parent advisory services have met under the aegis of the Childhood Services Council in Adelaide and have decided to provide an even more unified and cooperative approach. We realise that planned administration and organisation can lead to the sharing of facilities and that effective cataloguing can mean easy access to materials for storage and retrieval purposes on an inter-loan basis.

With modern technology it has to be kept in mind that our administration should be so organised that changing over to a computerised system at a later date could be feasible for the major libraries. This would enable educational analyses of the equipment and library cards to be easily replicated, so that sets of prepared cards could be provided for schools or centres wishing to develop toy libraries without the arduous task of preparing separate material for each resource centre.

REFERENCES

1. English Toy Libraries Association, *Aims of the Association*.
2. Head, J., Newsome, E., "Toys and handicap", *Action*, Autumn, 1972.
3. Newsome, E., "Towards an understanding of the parental role", Opening paper for National Children's Bureau annual conference, 1972.
4. Newsome, E., "Play in the remediation of handicap—a paper in support of a research grant application", University of Nottingham Child Development Research Unit.
5. Newsome, E., *Ibid.*


South Australian State Government
Commonwealth Government Childrens Commission Childhood Services Council
Sources of Funding
Kindergarten Union
Department for Community Welfare
Department of Education Early Childhood Special Education (Special Education Resource Unit)
Department of Public Health
Hospitals Department
Mothers and Babies Health Association
Torrens College of Advanced Education
Government Departments and Organisations Cooperating in an Integrated Services Project
To Establish
Toy Libraries, Parent Advisory Services, Resource Centres including Special Education Resource Centres, Mobile Toy Libraries
To Serve Urban and Rural Populations
Individual Children and Their Parents
Kindergarten Union Kindergartens
Playgroups
Special Schools and Classes
Family Day Care Centres
Primary Schools
Child Care Centres
Voluntary Organisations
Tertiary Institutions such as Torrens College Training staff for Toy Libraries and Resource Centre
Preschools

The Development of Toy Libraries, Parent Advisory Services and Resource Centres in South Australia

Adapted from a chart prepared by H.B. Bahlin for an article entitled "If 81 is sensory-motor then blue is discrimination" (on the development of toy libraries in S.A.) published in S.M.M.A.R.T., Society for Maths Media and Resource Technology, April 1976.

PROCEDURES

INTRODUCTION TO PROCEDURES

This section of the manual is concerned with procedures in special education resource units and toy libraries. As individual libraries may need to adapt procedures to suit their own individual requirements, it must be emphasised that this is a basic guide only. On the other hand, it must be remembered that procedural uniformity is important and individual libraries should take this into account.

Several source books are useful and could be consulted for the organisation of materials in resource units and toy libraries.

> Lewis, S., Weihs, J., Macdonald, J., *Non-book materials: the organisation of integrated collections*, Canadian Library Association, Ottowa, 1973.
>
> *Instructional materials thesaurus for special education*, Educational Research Information Centre, Bethesda, 1973, (obtainable from the Special Education Resource Unit).
>
> *Anglo American cataloguing rules*, (North-American text) American Library Association, Chicago, 1967.
>
> Piercy, E. J. *Commonsense cataloguing*, 2nd ed., New York, H. W. Wilson, 1974 (see Bibliography, Appendix IX, for further texts).

Resource units are "special" libraries in the true sense of the word. These libraries cater to an exclusive clientele on a personalised basis. Services are geared to individual users rather than the general public. The library concentrates on up-to-date information, and non-book materials are important.

This system is suitable for toy libraries and special education resource units, but can be used in other libraries, i.e. preschool, kindergarten, infant, and special collections in public, school, university and college libraries. One of the trends in librarianship is the move towards uniform procedures. In 1976, the National Library of Australia will fully automate card production, covering U.K., U.S. and Australian materials. Several other library organisations, school and public, are considering the possibility of computerising their cataloguing based on the National Library format. It is possible to use published cards in the special education resource unit/toy library system, with alteration of the classification number, as standard cataloguing practices have been followed.

Procedures are detailed in this manual in the same order as materials would be processed. A step by step format is used. It may be useful to consult the Appendix for precise definitions of terms.

The terms *cross reference* and *subject heading* are interchangeable in this manual.

ACQUISITION

Acquisition of materials can be made through publishers' catalogues, reviewing and specialist journals preview, and personal recommendation.

It is better to use a combination of methods rather than one single approach. For example, it is better to preview non-book materials, whereas books can be selected from reviewing journals. Publishers' catalogues are to be used with caution, remembering that they can be biased.

The Educational Technology Centre (221 Wakefield St., Adelaide) can be contacted for information on hardware, and lists of books and journals on audiovisual equipment. The Reading Development Centre (91 Gilles St., Adelaide) can be contacted for information on reading materials and kits. The Special Education Resource Unit/Torrens Toy Library can be contacted for information on toys and kits for special education. The Special Education Resource Unit has considerable holdings of publishers' and suppliers' catalogues.

Date of publication or production is particularly important in the case of books and audiovisual software.

ORDERING

Ordering procedures vary considerably from library to library, according to the nature of the library's funding. In general, however the following procedures should be observed.

An order file should be maintained for materials, with order cards written for each item. These can be handwritten. (see fig. 1)

To avoid duplication in ordering, as each item is ordered the librarian should check the order file and the catalogue.

As the item is catalogued, the order card should be removed from the file.

An ongoing order card should be made out for periodicals received. As each issue is received, the relevant information should be noted. (see fig. 2)

CHECKING

When items are received, the following steps should be taken.

The invoice should be checked.

Items should be checked for damage and completeness. (The checking for damage is very important for non-book materials; filmstrips, cassettes and records, etc., should be checked immediately they arrive.)

Items should be placed on one side for cataloguing.

CATALOGUING

Cataloguing covers three major areas.

A classification scheme

Descriptive cataloguing, including tracings

Subject headings

Cataloguing policies should cover all media, including non-book materials. The Resource Units integrated catalogues in which all media are interfiled and the same rules of entry should apply to all materials.

CLASSIFICATION

The classification system has been devised for the particular needs of a special education resource unit/toy library. A classification number is the number assigned to an item to indicate the subject of its contents. A detailed list of the categories is included in this section (see fig. 3). It should be noted that the list

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provides 100 classification numbers.

This list of categories has been specially prepared to include content areas involved in and related to all aspects of the field of special education. It should be emphasised that the term special education is taken here in its broadest context; we have therefore included such areas as child development, psychology, medicine, teacher training, language and communication, basic skill areas and administration. These categories and the method by which they are organised have evolved from over a year's experimentation with actual cataloguing and classification of the complete range of materials internationally available.

The categories are used in much the same way as categories are used in the Dewey decimal classification system or the Library of Congress classification system; that is, each major category represents a generalised content area. During subject cataloguing when a librarian is choosing the category under which an item is to be classified, it must be kept in mind that the category chosen is a generalisation and will no doubt overlap into other content areas. The librarian, therefore, will need, as always, to specify and particularise by employing cross references. Again, as in all library cataloguing, one librarian will classify an item in a category that differs from the way another librarian would classify the same item; this should not unduly concern the untrained librarian, as the network of cross references assures that an item will be readily identified in the card catalogue.

When cataloguing toys this problem may frequently occur. For example, the library acquires many games of matching pictures which our librarians have classified under the category of Perceptual (82 in the category list). It is certainly conceivable that another librarian would classify these same materials under the category of Perceptual Motor (83). Indeed, there is also a case for classifying more complex matching games under the category of Conceptual (85). However, as long as a full and detailed description of the item is given on the card, and/or subject headings are assigned, there should be no difficulty in identifying or retrieving the item. It should be emphasised again that the initial choice of category is basically the content area under which the librarian feels the item is most suited to the particular library concerned. However, this in no way implies an arbitrary approach to cataloguing and classification and is only relevant in instances where the librarian is unsure in which major category the item should be placed.

The grouping of the categories into three sections has been developed primarily in order to expedite the effective organisation of items on the shelves in a resource centre or toy library. It is very inconvenient and unsatisfactory to shelve items in various media together on the same shelving, which is why professional texts and parent advisory materials, tests and instructional materials are shelved in different areas of the library. For example, books on Mathematics Education (37) are shelved in the area designated for Professional Texts and Parent Advisory Materials; diagnostic and attainment tests in the area of mathematics are shelved in the separate section designated for Diagnostic and Test Materials; and instructional materials and programmes in the area of mathematics to be used in the classroom, or a mathematics toy, such as a number game to be used with the child in his home, are shelved under the section designated for Instructional Materials. It must be kept in mind, however, that in the card catalogue all mathematics materials will be filed together under appropriate subject heading. This feature will unify and integrate materials in various media dealing with the same subject. So, in effect, when using the card catalogue one will find the whole range of the library's holdings for the subject, e.g. mathematics, placed sequentially.

It should be noted that the section for Instructional Materials includes items ranging from Children's Literature (60), Arts and Crafts Materials and Programmes (68) and Vocational and Pre-Vocational Education Materials and Programmes (72) as well as the major categories used for classifying toys. A separate grouping for toy library materials was considered to be unnecessary and inappropriate as any adequate range of toys must also cover instructional materials.

The system is therefore divided into three sections.

Professional texts and parent advisory materials

Psychological and educational diagnostic and attainment tests

Instructional materials, which include kits, programmes, games and toys

A number of categories have been left unfilled in each section to be used if new category areas are found to be necessary. The librarian at the Special Education Resource Unit, Ashford House, should be consulted before any new numbers are used. This will result in a standard classification system being used in every library using the model. Categories have been assigned to be in accordance with educational principles. Materials should be classified according to contents, i.e. perceptual-motor, socio-dramatic, motor, art and craft materials, etc., rather than form, i.e. slide, kit, filmstrip, toy.

The Cataloguing of Toys

In deciding the location of toys in the various categories, the same principle should be kept in mind that is relevant to other non-book materials, namely that the toy should be catalogued under the most appropriate generalised content area, which is arrived at by an analysis of the major attributes of each toy. There is obviously considerable overlap between such areas as sensory-motor, perceptual-motor and sensory/sensory-motor. This may concern teachers who have to place a toy in a category. Again it is in the descriptive analysis of the toy and in the cross references that the overlap or multi-purpose of the toy will be revealed. Groupings have also taken into account the effective organisation of items on the shelves so that equipment of roughly the same size is grouped together. For example some toys classified under Motor (84) could have been classed under Perceptual-Motor (83) but it was decided that all large toys, where there was a motor base, should be classified under that heading. Indeed, many toys can be used at different developmental levels, such as a posting box with lids with increasingly more complex posting holes. In this case the item is catalogued under its first stage, i.e. Sensory-Motor (81) and the description of the toy will indicate that at its more advanced levels it is a perceptual-motor toy, and appropriate cross references can be provided.

The following rationale for the cataloguing of toys under the major classification numbers should assist teachers and librarians in understanding the principles involved, and the list of toys placed under each of the major toy library classification numbers should give sufficient examples of where to catalogue most of the major types of toys purchased for a toy library. Details have only been included where the appropriate heading is not clear.

Speech and Language Development (61)
Picture story sets; sequential language materials; instructional materials.

Socio-Dramatic Play (62)
Family figures; puppets; insets showing people at work or vocations; sets of hospital dolls and equipment. Toys and materials encouraging the development of imaginative play.

Pre-reading and Reading Materials and Programmes (63)
A number of games and activities in this area are placed in the toy library; alphabet sets or matching picture work sets (often in puzzle or inset form).

Mathematical Materials and Programmes (64)
Number games are generally placed in the toy library; number track games; number insets and puzzles; abaci; counting trays; clock insets; number target games; skittle games; and geometric shape and form discrimination insets and puzzles which, may be placed, if there is a low mathematics content, under other categories, such as Perceptual for number-picture matching or Perceptual-Motor for simple form insets.

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The cataloguing of materials under the areas of Sensory (80), Sensory-Motor (81), Perceptual (82), Perceptual-Motor (83), Motor (84), Conceptual and Abstract Reasoning (85), and Self-Help Skills (86), needs some explanation. It was regarded as essential that the psychological development of the child be taken into account when planning the library model. Most overseas catalogue systems tend to catalogue under functions, such as constructional toys, baby toys or activity toys. It was considered that for our purpose, as we are concerned largely with teachers and students, the major developmental areas used by special educationalists in their analyses of a child's developmental level of functioning and strengths and weaknesses would be more appropriate, even though the areas are less clearly defined. It is a psycho-educational model based on the developmental psychology of Jean Piaget and on the work of psychologists and special educationalists which has been matched to a knowledge of play, toys and learning materials for children, to provide an operational system. Over the eighteen months that this system has been in operation its usefulness and effectiveness have fully justified the decision. The theoretical model will be made available at a later date. A brief theoretical explanation is provided for each of the following headings based on the theoretical model.

Sensory (80)

All information comes through the sensory channels. Psychologists generally consider that there are six sensory systems. The first sensory system, kinesthesis (meaning "sensitivity to movement"), is the sense that tells us where our bodies are located in space relative to gravity, what the various parts of our bodies are doing and includes touch kinesthesis. The second sensory system, touch sensitivity tells us location, size, texture and temperature of objects. The third and fourth systems, vision and audition are self-explanatory, as are the fifth and sixth, smell and taste. Of course, all sensory systems are integrated in normal individuals: objects may be heard, seen, touched, felt, tasted and smelt at the same time. The whole system is a sensory perceptual system. But because we are providing toys for handicapped children who may have one or more sensory systems functioning defectively, or may lack effective sensory integration, we provide toys that will arouse different sensory responses, e.g. toys giving tactile or auditory information and experiences would be specially relevant for a blind child.

Toys include: tactile texture boards; wooden, smooth plastic and material "feelies", mobiles and stabiles providing sensory stimulation for babies; noise makers to make handicapped children aware through auditory stimulation. A number of items for very young babies have been placed in the sensory area because of the major reliance of young infants on sensory approaches to learning, even though a certain amount of handling of the toy is concerned.

Sensory-Motor (81)

The baby's exploration of the world through tactile and manipulative approaches using the palms of hands, fingers, tongue and feet enables him to test out size, shape, quality, texture and density of objects. The manipulation obviously involves motor activity and the child is learning through increasingly skilled neuromuscular coordinations. Initially the hand is the "tool of learning" but gradually the need to learn through handling is replaced by vision and audition which mature slowly. Infants and young children use sensory-motor learning as outlined by Piaget. The sensory-motor learning period is generally seen as lasting for the first eighteen months to two years of the child's development.

Toys include: simple pile-ups such as placing identical rings on a peg-base; early Morgenstern material where little discrimination of size or form is required; simple posting boxes; nesting and building cups; roll-along wheels and tumblers; all push-and-pull first stage toys which have noise makers, visual or attention-seeking properties and where the child is learning to control movement along the ground; jack-in-the-boxes; first stage screwing rods where simple screwing skills are involved.

Perceptual (82)
The child's perceptual capacities mature slowly through learning and experience and the development of language. From the generalised "whole" the child slowly learns to differentiate stimuli in terms of similarities and differences, and develops classificatory procedures which enable him to distinguish shape, colour, size, weight, and density. This growth of discrimination assists the child in separating whole from part, figure from ground as he develops invariance of forms. The classification approach taken in this area, therefore, has been mainly used for toys and activities where the emphasis has been on the perceptual task involved rather than on its motor components. For example in matching simple pictures or letters, the task mainly involves knowing the percept involved, and the physical movement of the card on to the correct answer is of minimal importance.

Toys include: picture matching lottos, colour and form discrimination matching, and activities involved with finding similarities and differences; simple games such as picture dominoes of everyday objects, animals and flowers; games of picture-matching such as "picture snap."

Perceptual-Motor (83)
In the context of this classificatory system, the term perceptual-motor is being used for those activities where there is a considerable dependence on perceptual abilities, i.e. it is not the more random sensory-motor functioning, but more complex manipulation involving the eye-hand coordination necessary for manipulating puzzles, threading beads and so on.

Toys include: body image materials and jointed figures; complex posting boxes involving other than the basic shapes; more advanced pile-ups where complex discrimination skills are involved; insets and puzzles, both two and three dimensional; peg and socket construction sets; interlocking sets of bricks or kindergarten block sets; construction sets such as Matador, Baufix, Connector; Montessori material (the majority of Montessori items will fit into this section though some number material and reading and writing materials will be placed in their appropriate section); peg boards; bead-threading materials; hammer peg toys; mosaic patterning materials; Playplax and other plastic creative construction sets.

Motor (84)
Motor development in children obviously does not develop in isolation from perception. Motor skills are closely coordinated with and indeed dependent on perceptual-motor development. However, it was considered necessary to have a separate motor area for toys which were mainly concerned with the development of gross motor skills, and for movement toys which would stimulate motor activity in handicapped children.

Toys include: baby walkers; more complex pull-a-long toys, e.g. trains, cars which are highly functional; moving toys such as round-abouts, wagons, carts, large trains, and toys to ride such as hobby-horses; bridges and overpasses and materials for road, train and harbour sets, including cars, trains, boats, trucks, helicopters, tractors and fire-engines; balls, quoits, balance beams, hoops and game activities have also largely been classified under the motor section.

Conceptual and Abstract Reasoning (85)
It was considered necessary that higher level cognitive activities involving knowledge of concepts and deductive reasoning should be given a separate category, particularly when a child is developing logical or "operational" thought. At the stage when the child is developing codes and rules, and concepts of classes, relations and numbers, and is able to classify, order and systematise his learning activities.

Toys include: lotto games such as shopping lotto; "memory" games and other games involving more complex grouping relationships; noughts and crosses; maze games. Many of the games involve a high degree of social cooperation

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such as taking turns, analaysing one partner's "set" or finding missing parts. By this stage many commercial games, such as Sands games, are provided for this developmental level.

Self-Help Skills (86)
The development of self-management skills is vitally important in the general development of skills in the child and in the growth of an adequate self-concept. This important area of development has therefore been given a separate classification number.

Toys and materials include: material frames for teaching buttoning, zip-learning frames, and those for teaching buckling and lacing skills. shoe-tying boards; double scissors for the handicapped; special feeders and other self-help supports and trainers for physically handicapped children and for other children with special needs such as children in hospital.

Assigning a Call Number
Call numbers are a unique series of numbers which are used to refer to one particular item. In this system, each line of digits in the call number serves a different purpose.

Call Number

00 CATEGORY
0000 UNIT ACCESSION NUMBER OF ITEM WITHIN CATEGORY
00 NUMBER OF ITEM WITHIN THE SET (SERIES)
00 COPY NUMBER

The first line of digits indicates the category to which the item under consideration has been assigned,

e.g. 83 is assigned to the category called
0000 PERCEPTUAL-MOTOR (See classification system—fig. 3.)
00
00

The second line of digits indicates the unit-accession number within that particular category. The unit-accession number is the number assigned to each unique item as it is received/catalogued in a particularly category in the library's collection.

e.g. 83 is the first unique item within the
0001 PERCEPTUAL-MOTOR category. (If the
00 library obtains more copies of the *same*
00 item, the numbers of this line remain unchanged.)

The third line of digits only applies if the item is part of a series or used in conjunction with another item or items—if not, this line of digits always appears as 01, e.g.
(A) 83 is the first item within the
0001 PERCEPTUAL-MOTOR category and is not
01 part of a set
00

(B) 83 is the twenty-third item within the
0023 PERCEPTUAL-MOTOR category and is the
02 second of a set (Part 1 was numbered as follows:
00 83-0023-01-00)

If the toys are catalogued as a series, space should be left at the end of the series for future additions (see fig. 4—shelf list book—toys (series)

28

On the catalogue card the fourth line of digits always appears as 01, but if there happens to be more than one copy of the particular item, this information is indicated as follows.

83
0001
01
01
2c

When a call number has been assigned, this should be written in the shelf list book (see next section: shelf list book).

Figure 3—Categories Used for Professional Texts and Parent Advisory Materials

01 General (reference)—use for conference proceedings, collections of papers not on any single topic, books of a general nature.
02 Research and development—(includes monographs) bibliographies of research material.
03 Administration—(includes educational and institutional administration).
04 Environmental design—use for building design and modification, access for the handicapped, acoustics. Do not use for adventure playgrounds but note 27.
05 Training of professionals (training programmes, etc.)
06 Residential—community care of the handicapped
07 Medicine and surgery (including medical treatment)—use for books of a general nature, not books relating to a specific handicap. Use also for history and texts on childhood that are primarily medical textbooks.
08 Special aids—equipment for the handicapped, including occupational therapy. Use for design, aids for daily living. Do not use for braille (18) or learning aids (16).
09 Mental retardation (trainable mentally handicapped)—(includes education of mentally handicapped in special schools).
10 Slow learners (educable mentally handicapped)—(includes education of slow learners in ordinary classes and special classes in ordinary schools).
11 Physically handicapped—(includes muscular dystrophy, multiple sclerosis and other progressive diseases in this category not in 14).
12 Cerebral palsy—use for texts specifically on cerebral palsy but include other texts in category 11.
13 Neurologically impaired—use for epilepsy.
14 Chronic diseases—use for diabetes, PKU, congenital heart disease, etc., but not for progressive and irremediable diseases resulting in physical handicap. (note 11)
15 Blind and visually impaired—(includes braille, mobility training, teacher training specifically related to the blind, teaching methods specifically related to the blind, also guide dogs).
16 Deaf and Auditorally impaired—(includes hearing aids, speech and language development that is specifically related to the deaf, partially hearing, teacher training specifically related to the deaf, teaching methods specifically related to the deaf).
17 Speech and language—(includes aphasia and related disorders) teaching methods, developmental studies, speech therapy.
18 Learning disabilities—(includes dyslexia and related disorders).
19 Psychotic disorders—(includes autism and schizophrenia)—use for severe emotional disturbance or behaviours which relate to autism and schizophrenia.
20 Emotionally disturbed—use for less severe behavioural problems, temper tantrums, but note 21.
21 Socially handicapped—use for studies of low socio-economic areas and the disadvantaged. Also for social deviancy.

22 Minority groups—(includes Aboriginals and migrant education studies).
23 Gifted—(includes creativity and divergent thinking)—use for studies of gifted children, also for work by gifted.
24 Psychology—(includes behaviour modification).
25 Educational psychology—use for learning theory, teaching, classroom practice and the social psychology and sociology of the school.
26 Child development—use for texts which specifically relate to child development, speech and language development, motor development and skills development (toilet training, dressing, sex education).
27 Play—(includes play activities for handicapped children)—use for studies of play, play materials, playgrounds, adventure playgrounds, suggestions for play, play in hospital.
28 Cognition—(includes the acquisition of knowledge, the development and functioning of thinking skills).
29 Language and communications—(includes linguistics and psycholinguistics).
30*
31 Education—use for general works on education, theories of education, historical and sociological.
32 Family dynamics—use for works on family education, family relations, sociology of the family, kinship, child rearing patterns in the various cultures, social work with families, child care, adoption.
33*
34 Special education—use for general works on special education.
35 Rehabilitation
36 Reading—(includes remedial reading).
37 Mathematics education
38 Science education
39 Social studies education—(includes community education especially community education in relation to the handicapped).
40 English arts
41 Art and craft education—(includes projects for the slow learner and handicapped).
42 Performing arts—(includes texts on music and drama for the handicapped).
43 Physical education—(includes texts for work with the handicapped, texts on apparatus).
44 Home economics education—use also for self-help, kitchen and home care skills for the handicapped.
45 Vocational and pre-vocational education—use also for studies of work training centres, sheltered workshops, etc.
46 Recreation and leisure education—use for leisure education for the handicapped, books about leisure activities, e.g. chess, gardening for the handicapped.
47 Resource centres and toy libraries
48 Use of educational media—(includes teaching machines and programmed learning)—also use for works on types of aids for the classroom and classroom planning for the use of aids.

Psychological and Educational Diagnostic and Attainment Tests

49 Tests of sensory handicaps—(includes visually and auditorially handicapped).
50 Tests of intelligence, mental ability, and cognition
51 Tests of perception, perceptual-motor abilities
52 Tests, questionnaires, inventories for social adjustment, personality, and attitudes
53 Tests for special abilities and aptitudes

54 Tests for speech performances, language and communication
55 Tests for reading, spelling and written language—(diagnostic and attainment).
56 Tests of basic number and mathematics—(diagnostic and attainment)
57 Tests, inventories and schedules for readiness and early learning potential
58 Tests, screening instruments for special learning disabilities
59 Psychological assessment—use for general psycho-educational assessment, particularly where a number of areas are being examined.

Instructional Materials

60 Children's literature
61 Speech and language development
62 Socio-dramatic play—(includes role-playing, doll house equipment, puppets).
63 Pre-reading and reading materials and programmes
64 Mathematics materials and programmes
65 Science materials and programmes
66 Social studies materials and programmes—(includes model farm and model zoo).
67 English arts—(includes spelling)—materials and programmes
68 Arts and crafts materials and programmes
69 Performing arts—(includes music and movement for the handicapped)—use for music, musical instruments, and drama materials and programmes.
70 Physical education materials and programmes
71 Home economics materials and programmes
72 Vocational and pre-vocational educational materials and programmes
73 General developmental materials and programmes
74 General training materials and programmes for teachers, parents and para-professionals
75*
76
77
78
79
80 Sensory development and stimulation
81 Sensory-motor development
82 Perceptual development
83 Perceptual-motor development
84 Motor development
85 Conceptual and abstract reasoning
86 Self-help and social personal development
87*
88
89
90 Hardware—(includes tape recorders, video equipment for use in centres and for loan).
91*
92
93
94
95
96
97
98
99

*Blank numbers are for new catagories.

31

SHELF LIST

The shelf list card or book is a list of all items in the collection as they appear on the shelves. It is valuable, as it is the inventory and accurate record of the library's holdings. It can be used to assess the strengths and weaknesses of the collection, and for statistical records, for information on lost items or areas requiring replacement.

The shelf list book pages should be ruled as follows (see figs. 4-8). This sheet can be used to enter book and non-book materials.

The call number should be entered. If the item is a duplicated copy of one already catalogued, a new copy should be added.

e.g. 83
0002
01
01

As a new copy is obtained, a new number is added.

e.g. 83
0002
01
02

Details of title, author, publisher, price, date received and number of copies are given in the case of books. (see fig. 7) In the case of non-books, details as to title, manufacturer, supplier, price, date, and number of copies should be entered. (see figs. 5 and 6) Additional information about the designer can be entered in the title column. In the case of books, information about the supplier can be entered in the publisher's column. Prices should always be taken from the invoice and not from the book or container, as many items will be discounted.

Once the item is entered in the shelf list book, a MAIN ENTRY CARD should be written up. In the case of books, this is usually the AUTHOR CARD; in the case of non-book materials, it is usually the TITLE CARD. Both books and non-books are treated similarly and similar rules apply, but it is more convenient to describe them separately. The spacing used on the card is that of an IBM electric typewriter; other typewriters will require adjusting with regard to spacing.

BOOKS—DESCRIPTIVE CATALOGUING

When doing descriptive cataloguing, always catalogue from the title page and not the outside of the book. Write the call number in the top left-hand corner of the card. (see fig. 9 [ ]*) Most books are catalogued under author. (If the book has no author, see title entry 12 hereunder).

---

* Samples are given following the sections. It will be noted that the relevant section on each card, mentioned in the text, is placed in square brackets.

Author

Surname or filing name is written in capitals and then the christian names in lower case. When only the initials are given, leave six spaces for christian names to be inserted as necessary, e.g. WATSON, Luke S. (see fig. 10)

When an editor or compiler is regarded as the author, use <u>comp.</u> or <u>ed.</u> following the name, e.g. MITTLER, Peter, ed. (see fig. 11)

Title

Transcribe the title as it appears on the title page; capitals used only for the first letter of the first word of the title and proper names, e.g.
Child behaviour modification: a manual for teachers, nurses, and parents. (see fig. 12)

Joint Author
If there are no more than three joint authors, the names of all three are given after the title, e.g.

Steps to achievement for the slow learner:
by N. C. Kephart, M. Ebersole, & J. B. Ebersole. (see fig. 13)

Illustrator, Editor
When an illustrator or editor appears on the title page, the information is transcribed in that form, e.g.

Play with a purpose for the under sevens:
illus. by Kay Marshall. (see fig. 14)

Edition
If the edition is the first, no statement is made; otherwise, it should be written after the title, e.g. 2nd ed. (see fig. 15) Three spaces should be left between the author, title statement and the imprint.

Imprint
The order of the imprint is as follows.

Place of publication
Publisher—Name should be recorded in the shortest form which is clear—Christian names and initials are omitted: Longmans, Sun, Wilson, etc.
Date—Date entered is the date of the latest edition. Use nd if the date cannot be traced, e.g.
N.Y., Pergamon, c1973. (see fig. 16)

Collation
The order of this is as follows.

Pagination
Illustration
Series
Leave three spaces between each, e.g.
148p. illus. (Pergamon General Psychology) (see fig. 17)

Notes
Extra information on title, author, relationship to other publications, bibliography, is given here. (As the special education resource unit/toy library is a special library, these should be used more frequently than in usual practice.) (see fig. 18)

Tracings
Subject entries are preceded by Arabic numerals, e.g.
1. Child development. 2. Creative play.
(see section on subject cataloguing)

Other added entries are preceded by Roman numerals in the following order: persons, title, series.

1. Learning disabilities. 2. Perceptual motor development. 3. Brain damage. I. Ebersole, M., *jt. auth.* II. Ebersole, J. B. *jt. auth.* III. Title. (see fig. 19)

33

Title Entry
Sometimes it is impossible to determine who wrote the book; in this case, enter under title. A title entry requires hanging indentation.

Begin the title where the author's surname usually begins.

First word is in upper case. Do not capitalise The or A.

Begin body of the entry and the imprint at the second indentation.

The rest of the card follows the same pattern as the main entry. (see fig. 20)

OTHER CARDS—BOOKS

Once the main entry card has been written, the other cards for each item can be typed from it. Do not use too many series, title, and joint author added entry cards.

Shelf List Card
One card is made for each book, regardless of how many copies have been purchased, e.g.

original card	first copy	second copy
24	24	24
0001	0001	0001
01	01	01
01	01	02
2c		

The shelf list cards are filed in the same order as the material on the shelves, i.e. each card is filed according to its call number, e.g. first item in the psychology category, with three copies—(a), (b), and (c)—is filed before second item in the psychology category—(d).

(a)	(b)	(c)	(d)
24	24	24	24
0001	0001	0001	0002
01	01	01	01
01	02	03	01

and two parts of a series are filed before a different item.
(a) and (b) are filed before another item, (c), e.g.

(a)	(b)	(c)
24	24	24
0001	0001	0002
01	02	01
01	01	01

In small libraries, the shelf list cards do not need to be made as they only duplicate information in the shelf list book. The shelf list book/card file is especially important as stated previously, as it is an ongoing and current inventory of the library's holdings and can be used to assess the library's strengths and weaknesses in various areas and for statistical purposes. (see fig. 21)

Subject-Added Entry
This will be referred to in the subject heading section.

Joint Author and Illustrator
These cards should only be made if the joint author or illustrator is well known. They have the same information as the main entry card, but with the joint author or illustrator typed above the author (omit tracings). (see fig. 22)

34

Title Card
The title card has exactly the same information as the main entry card (omit tracings) but with the title typed above the author entry. Use title-added entries sparingly. (see fig. 23)

Series Card
A series card can be written out for books occurring in a series. This has the same information as the main entry card, but with the series typed above the author entry (omit tracings). Use series-added entries sparingly. (see fig. 24)

TOYS

Toys are catalogued similarly to books. They should always be carefully analysed before being classified. The most effective way to classify a toy is to play with it and try it out with a group of children. Write the classification number in the top left-hand corner of the card. (see fig. 25)

Title
Toys are usually catalogued under title, as toys are more commonly known by name, e.g. Baufix 1020, Connector (see next section for toys with a designer). Write the title capitalising the initial word. (see fig. 26)

If the toy is an inset or puzzle, use this as the first word, e.g. clock inset would be catalogued as: INSET—clock; farm puzzle as: PUZZLE—farm. This is in order to bring all the insets and puzzles together for filing purposes. (see fig. 27)

A general grouping such as this should not be used for other categories, i.e. construction kits should be entered under titles, not under CONSTRUCTION—kit. If toys are catalogued in this way, it can lead to future complications, as many fit into more than one grouping.

Imprint
Leave three spaces, transcribe place of publication, publisher, date. If no date is given, use: nd. (see fig. 28)

Collation
In collation, the toy should be physically described in the following ways.

Number of pieces

Size in centimetres

Format—wood, metal or plastic. Abbreviations should be used from a basic list (see Appendix IV). (see fig. 29) A series note should be given if relevant, e.g. (Galt, early stages). (see fig. 30)

Notes
In notes, additional information is given, e.g. toys in a series. (see fig. 31)

Tracings (see fig. 32)

Use no more than three subject headings for each toy. (see fig. 32) Many smaller toy libraries will require only one. These are covered in the section on subject headings. The first subject heading for each toy is always the category, e.g. for a toy in the perceptual-motor category (83) the first subject heading will be: 1. Perceptual-motor development. (see Appendix I.I for simplified rules).

Title—written as: I. Title

Series—written as: II. (Series)

Manufacturer

OTHER CARDS—TOYS

Shelf List Card
Shelf list cards are made similarly to those made for books, one card being written out for each item, and each copy of each item. Shelf list cards are filed in numerical order. (see fig. 33)

Designer Card
If the toy has a designer, two cards are made: a designer card and a title card. (see fig. 34) Normally tracings are entered only on the main entry card, in this case the designer card, but in the case of toys, it is imperative to have all pertinent information (tracings) on the title card as well, as this card is the most used.

Series
If the toys are in a series, e.g. (Galt, early stages), an additional card should be made and the series statement typed over the title. Use tracings sparingly. (see fig. 35)

Manufacturer's Card
This is a card with the same information as a main entry card (omit tracings) with the manufacturer typed over the title. (see fig. 36) If there are two names on the toy, the manufacturer and the trade name, e.g. Ambi toys and Europlastics, enter under one and make a SEE reference from the other. (see fig. 36)

NON-BOOK MATERIALS

Other non-book materials should be catalogued similarly to toys but some differences exist. Place type of medium, as described below, in parentheses following the title.

Audiorecord—includes sound recordings of all types, cylinder, disc roll, tape, wire
Chart—includes flip chart, wall chart
Diorama
Filmstrip—includes filmslip
Flash card
Game
Globe
Kit and programmed learning
Machine readable data file—includes computer data cell, disc, drum, magnetic tape, paper tape, punched card, etc.
Map—includes relief map
Microform—includes aperture card, microfilm, microfiche, micro-opaque
Microscope slide
Model—includes mock-up
Motion picture—includes kinescope recording, motion picture loop
Picture—includes art original, art print, photograph, postcard, poster, study print
Realia (consists of specimens, samples, artifacts)
Slide—includes stereograph
Transparency
Videorecord—includes videocassette, videodisc, videotape, electronic video recording, etc.

Notes should be extensively used to list components of kits, additional material, etc. (see fig. 37—kit; fig. 38—pictures; fig. 39—record)

36

PERIODICALS

Periodicals should be catalogued similarly to books. An order file for periodicals is shown in fig. 2. Periodicals should be classified according to their subject, e.g. periodicals on psychology in 24, and on child development in 26.

It may be more convenient to shelve all periodicals in one place. This should be indicated on the card under the number, e.g.

24
0001
01
01
(See periodical section.)

A card is written out for periodicals under title, with hanging indentation. If the serial is incomplete, an open entry is used. (see fig. 40) If the serial is completed or subscription ended, the cataloguing is closed, i.e. concluding dates are indicated and the total number of volumes given.

AUTHOR..... No./C.....

TITLE:.....

PUBLISHER:..... Price.....

PLACE:..... D/O.....

SUPPLIER:..... D/R.....

INVOICE NO.:..... Price.....

N.B. No./C = No. of copies
D/O = Date ordered
D/R = Date received

fig. 1. Order Card

TITLE: FREQUENCY:

PUBLISHER: PRICE:

PLACE: AGENT:

YEAR	DATE RECEIVED												BINDING	
	J	F	M	A	M	J	J	A	S	O	N	D	S	R
1975														
1976														
1977														

N.B. S = Date sent
R = Date received

fig. 2 Periodical Order Card

27
0001
01
01 MATTERSON, Elizabeth M

Play with a purpose for the under sevens: [illus. by Kay Marshall.] Harmondsworth, Penguin, c1965.

186p. illus.

1. Playgroups. 2. Creative play. 3. Adventure playgrounds. I. Title.

fig. 14. Illustrator

43
0004
01
01 CRATTY, Bryant J

Motor activity and the education of retardates: [2nd ed.] Phila., Lea and Febiger, c1974.

303p. illus. (Health education, physical education, and recreation series.)
Incl. Six category gross motor test.

1. Physical education. 2. Motor development. 3. Mental retardation. I. Title. II. (Series).

fig. 15. Edition

[illegible] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

Catalogue No.	TITLE	Manufacturer/~~Author~~	Supplier/ ~~Publisher~~	Price	Date	No. Copies
83-0106-01-01	BAUFIX 1010	Baufix	Peppertown	$4.75	6/75	2
-02						
83-0106-02-01	BAUFIX 1020	Baufix	Peppertown	$7.75	6/75	2
-02						
83-0106-03-01	BAUFIX 1030	Baufix	Peppertown	$10.75	6/75	2
-02						
	(Leave space here for future additions)					

39

fig. 4 Shelf List Book: Toy Part of a Developmental Series

Catalogue No.	TITLE	Manufacturer/~~Author~~	Supplier/ ~~Publisher~~	Price	Date	No. copies
84-0001-01-01	TOY TRAIN	Dusyma	Kgtn. Equip. & Supply	$4.85	6/75	2
-02						

fig. 5 Shelf List Book—Toys

Catalogue No.	TITLE	Manufacturer/~~Author~~	Supplier/ ~~Publisher~~	Price	Date	No. copies
	TOY					
84-0095-01-01	PEG PULL TRUCK (des. Ron Davis)	Ron Toy	Ron Toy	$5.52	7/75	2
-02						
84-0095-02-01	PEG PULL CART (des. Ron Davis)	Ron Toy	Ron Toy	$4.42	7/75	2
-02						

fig. 6 Shelf List Book—Toys with a Designer and Part of a Set

Catalogue No.	TITLE	~~Manufacturer~~/Author	Supplier/ Publisher	Price	Date	No. copies
	BOOKS					
24-0002-01-01	CHILD BEHAVIOUR MODIFICATION	L.S. Watson	Helios/Pergamon	$8.45	7/75	1
24-0003-01-01	OPERANT CONDITIONING TECHNIQUES FOR THE	J.M. Ackerman	Standard/Scott Foresman	$4.67	7/75	1
	CLASSROOM TEACHER					

45

fig. 7. Shelf List Book—Books

46

Catalogue No.	TITLE	~~Manufacturer~~/Author	Supplier/ Publisher	Price	Date	No. copies
82-0015-01-01	FROSTIG PROGRAMME FOR DEV. OF VISUAL	M. Frostig	Dominie / Follett	$5.17	7/75	1
	PERCEPTION - BEGINNING PICTURES & PATTERNS					
82-0015-02-01	FROSTIG PROGRAMME FOR DEV. OF VISUAL	M. Frostig	Dominie / Follett	$1.60	7/75	1
	PERCEPTION - INTERMEDIATE PICTURES & PATTERNS					
82-0015-03-01	FROSTIG PROGRAMME FOR DEV. OF VISUAL	M. Frostig	Dominie / Follett	$6.75	7/75	1
	PERCEPTION - ADVANCED PICTURES & PATTERNS					
82-0015-04-01	FROSTIG PROGRAMME FOR DEV. OF VISUAL	M. Frostig	Dominie / Follett	$2.95	7/75	1
	PERCEPTION - PROGRAMMED TRAINING GUIDE.					

fig. 8. Shelf List Book—Kits

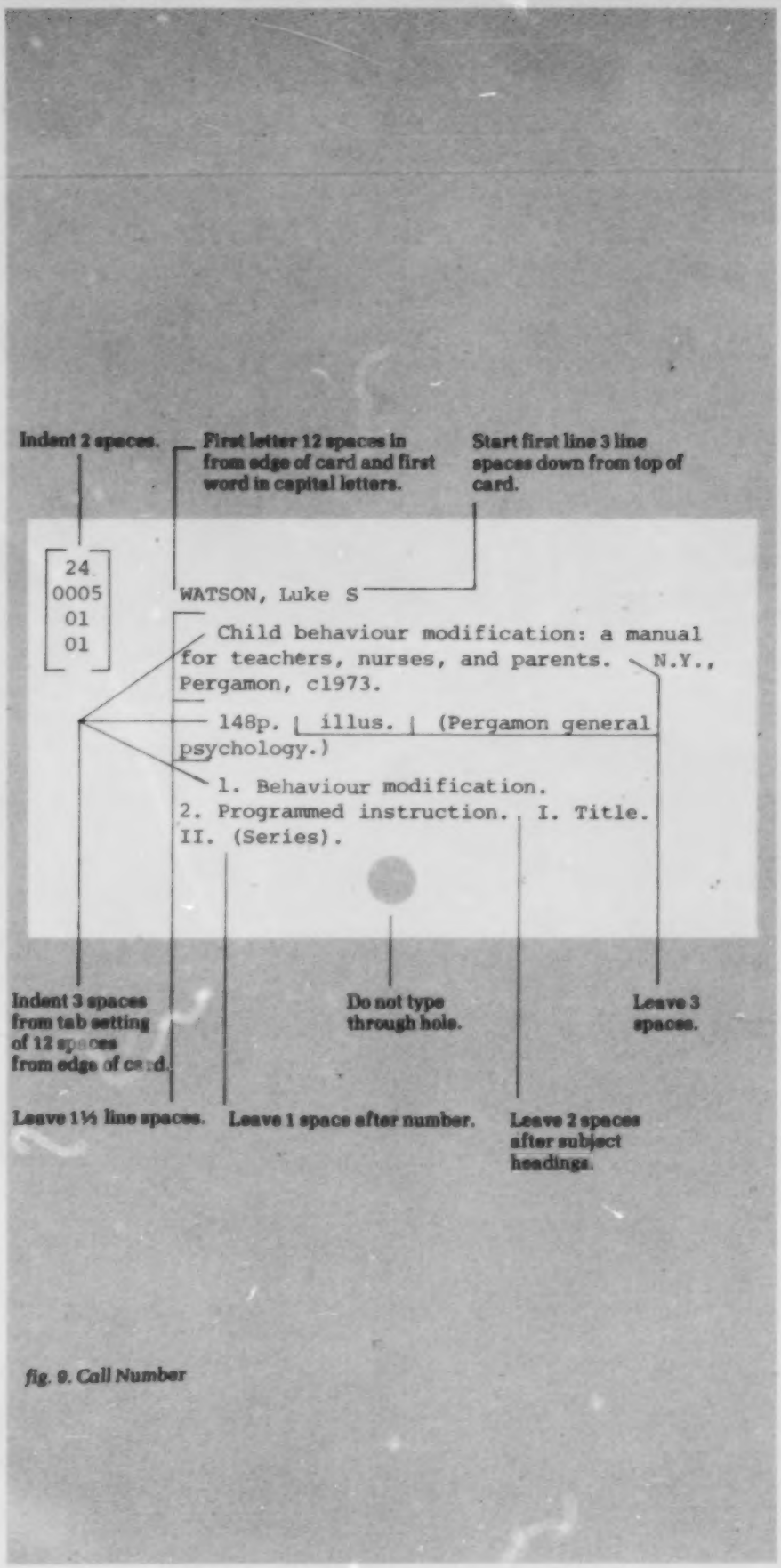

Indent 2 spaces.
First letter 12 spaces in from edge of card and first word in capital letters.
Start first line 3 line spaces down from top of card.
24
0005
01
01
WATSON, Luke S
Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.
148p. | illus. | (Pergamon general psychology.)
1. Behaviour modification.
2. Programmed instruction. I. Title.
II. (Series).
Indent 3 spaces from tab setting of 12 spaces from edge of card.
Do not type through hole.
Leave 3 spaces.
Leave 1½ line spaces.
Leave 1 space after number.
Leave 2 spaces after subject headings.

fig. 9. Call Number

24
0005
01
01

[WATSON, Luke S]

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

148p. illus. (Pergamon general psychology.)

1. Behaviour modification. 2. Programmed instruction. I. Title. II. (Series).

fig. 10 Author

24
0001
01
01

[MITTLER, Peter, ed.]

The psychological assessment of mental and physical handicaps. Lond., Tavistock, c1970.

857p. illus.

1. Assessment. 2. Psychology. 3. Special education. I. Title.

fig. 11 Editor

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

24
0005
01
01

[WATSON, Luke S]

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

148p. illus. (Pergamon general psychology.)

1. Behaviour modification. 2. Programmed instruction. I. Title. II. (Series).

fig. 12 Title

18
0001
01
01

KEPHART, Newell C

[Steps to achievement for the slow learner: by N.C. Kephart, M. Ebersole, & J.B. Ebersole.] Ohio, Merrill, c1968.

196p. illus. (Slow learner series.)

1. Learning disabilities. 2. Perceptual motor development. 3. Brain damage. I. Ebersole, M., jt. auth. II. Ebersole, J.B., jt. auth. III. Title.

fig. 13 Joint Author

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

24
0005 WATSON, Luke S
01
01

Child behaviour modification: a manual for teachers, nurses, and parents. [N.Y., Pergamon, c1973.]

148p. illus. (Pergamon general psychology.)

1. Behaviour modification.
2. Programmed instruction. I. Title.
II. (Series).

fig. 16. Imprint

24
0005 WATSON, Luke S
01
01

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

[148p. illus. (Pergamon general psychology.)]

1. Behaviour modification.
2. Programmed instruction. I. Title.
II. (Series).

fig. 17. Collation

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing

43
0004
01
01

CRATTY, Bryant J

Motor activity and the education of retardates: 2nd ed. Phila., Lea and Febiger, c1974.

303p. illus. (Health education, physical education, and recreation series.)
[Incl. Six category gross motor test.]

1. Physical education. 2. Motor development. 3. Mental retardation. I. Title. II. (Series).

fig. 18. Notes

18
0001
01
01

KEPHART, Newell C

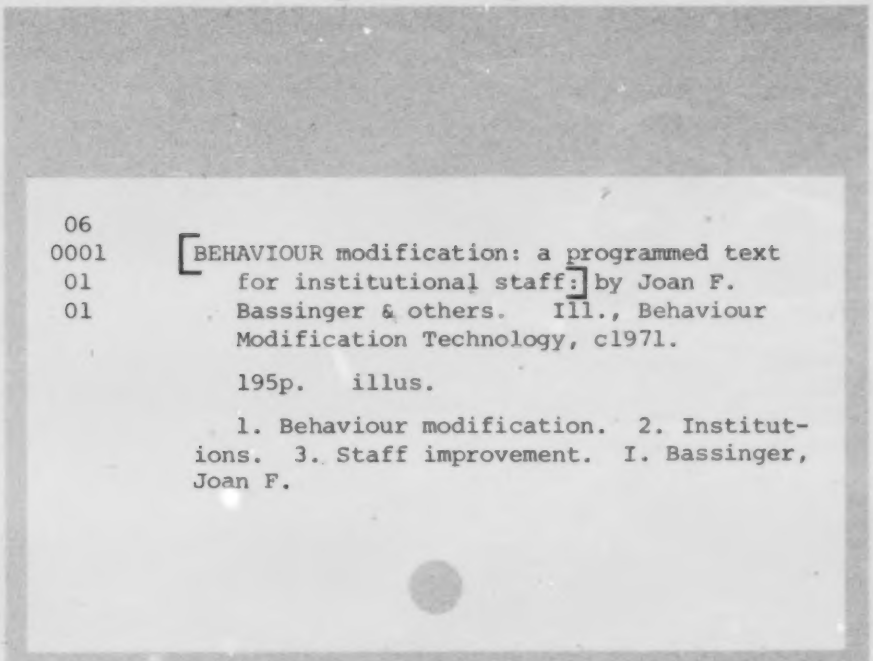
Steps to achievement for the slow learner: by N.C. Kephart, M. Ebersole, & J.B. Ebersole. Ohio, Merrill, c1968.

196p. illus. (Slow learner series.)

[1. Learning disabilities. 2. Perceptual motor development. 3. Brain damage. I. Ebersole, M., jt. auth. II. Ebersole, J.B., jt. auth. III. Title.]

fig. 19. Tracings

† are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

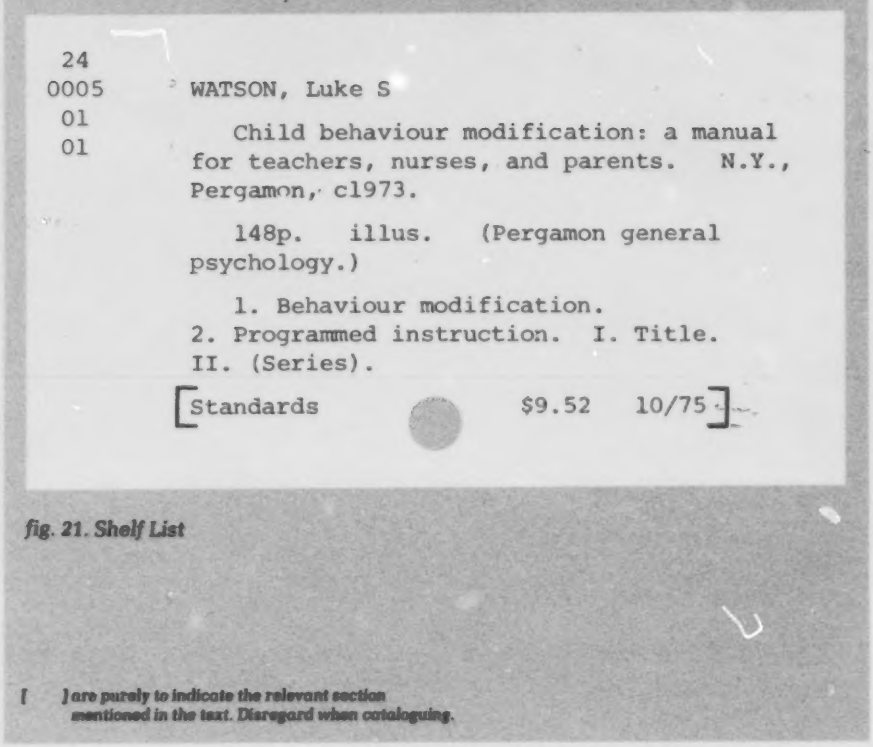


06
0001 [BEHAVIOUR modification: a programmed text
01 for institutional staff:] by Joan F.
01 Bassinger & others. Ill., Behaviour
Modification Technology, c1971.

195p. illus.

1. Behaviour modification. 2. Institut-
ions. 3. Staff improvement. I. Bassinger,
Joan F.

fig. 20. Title Entry



24
0005 WATSON, Luke S
01
01 Child behaviour modification: a manual
for teachers, nurses, and parents. N.Y.,
Pergamon, c1973.

148p. illus. (Pergamon general
psychology.)

1. Behaviour modification.
2. Programmed instruction. I. Title.
II. (Series).

[Standards $9.52 10/75]

fig. 21. Shelf List

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

Leave 1½ line spaces from top of card.

18
0001
01
01

[Ebersóle, M jt. auth.]

KEPHART, Newell C

Steps to achievement for the slow learner: by N.C. Kephart, M. Ebersole, & J.B. Ebersole. Ohio, Merrill, c1968.

196p. illus. (Slow learner series.)

18
0001
01
01

[Ebersole, J B jt. auth.]

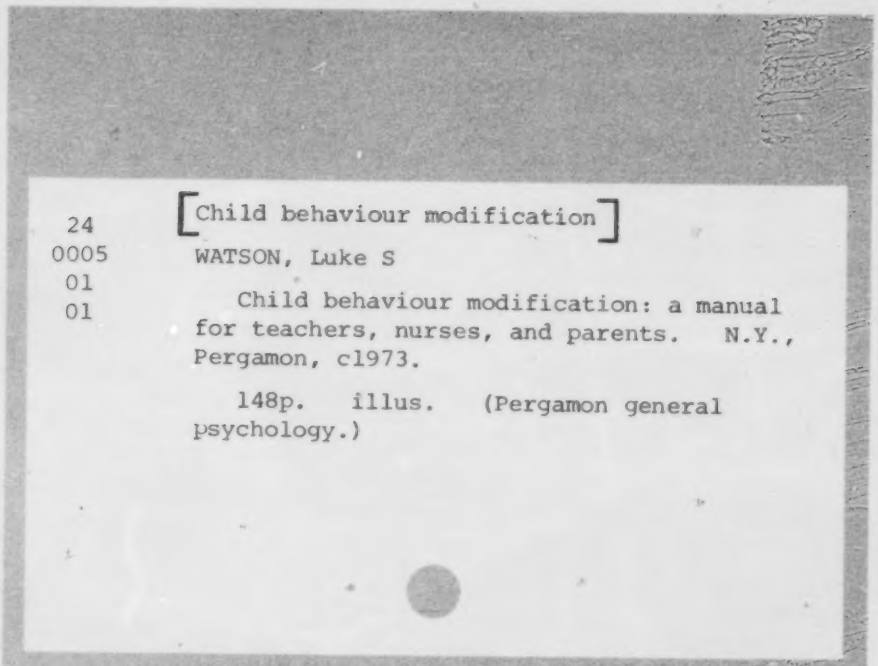
KEPHART, Newell C

Steps to achievement for the slow learner: by N.C. Kephart, M. Ebersole, & J.B. Ebersole. Ohio, Merrill, c1968.

196 . illus. (Slow learner series.)

fig. 22. Joint Author

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.



24
0005
01
01

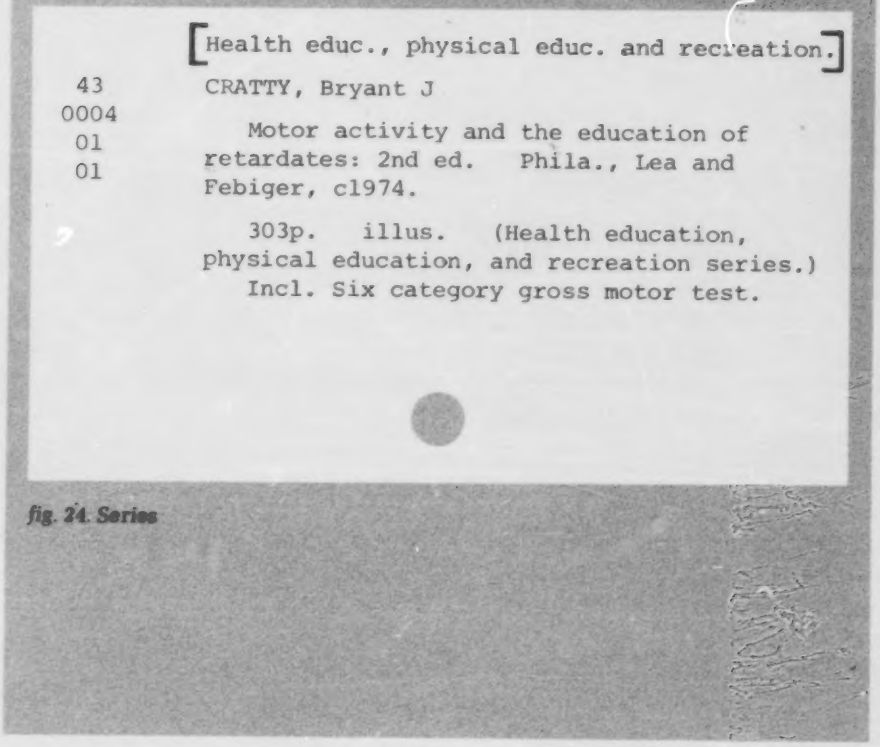
[Child behaviour modification]

WATSON, Luke S

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

148p. illus. (Pergamon general psychology.)

fig. 23. Title



[Health educ., physical educ. and recreation.]

43
0004
01
01

CRATTY, Bryant J

Motor activity and the education of retardates: 2nd ed. Phila., Lea and Febiger, c1974.

303p. illus. (Health education, physical education, and recreation series.)
Incl. Six category gross motor test.

fig. 24. Series

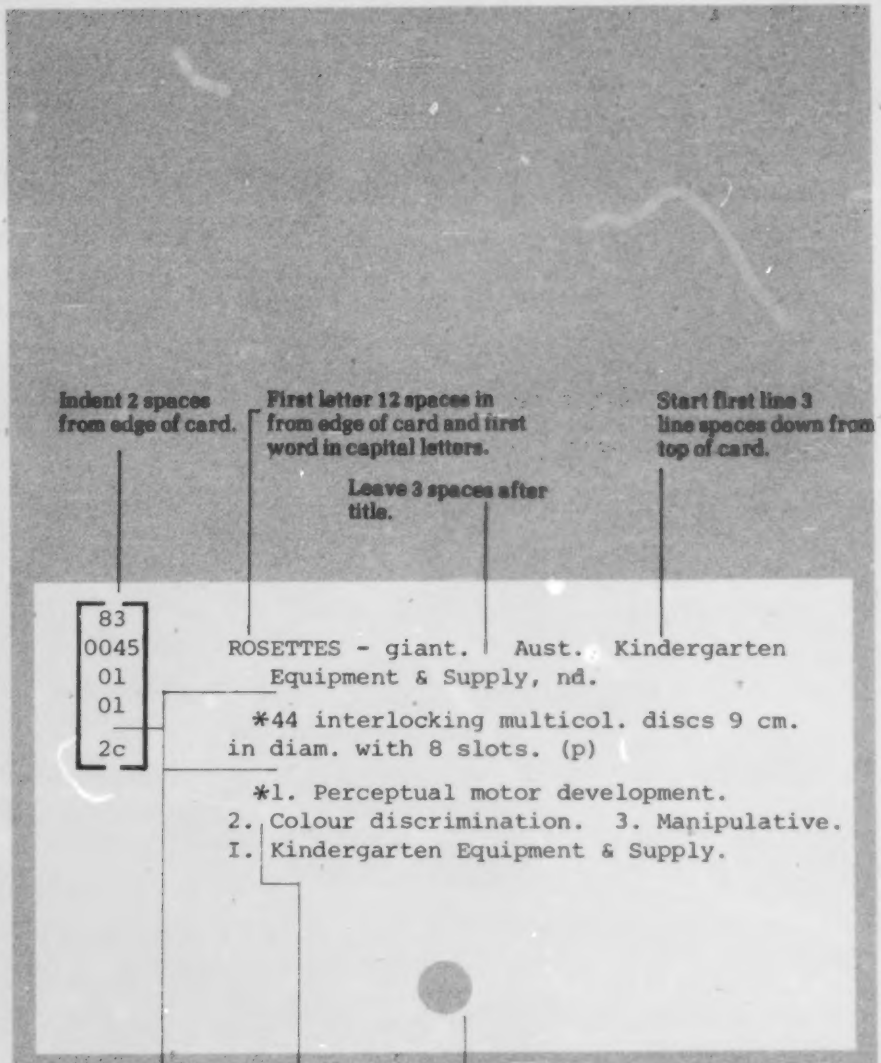

Indent 2 spaces from edge of card.
First letter 12 spaces in from edge of card and first word in capital letters.
Leave 3 spaces after title.
Start first line 3 line spaces down from top of card.
83
0045
01
01
2c
ROSETTES - giant. Aust. Kindergarten Equipment & Supply, nd.
*44 interlocking multicol. discs 9 cm. in diam. with 8 slots. (p)
*1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
I. Kindergarten Equipment & Supply.
Leave 1½ line spaces.
Leave 1 space after number.
Do not type through hole.
* Indent 3 spaces from tab setting of 12 spaces from edge of card.

fig. 25. Call Number

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

83
0045 [ROSETTES - giant.] Aust., Kindergarten
01 Equipment & Supply, nd.
01
44 interlocking multicol. discs 9 cm.
2c in diam. with 8 slots. (p)

1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
I. Kindergarten Equipment & Supply.

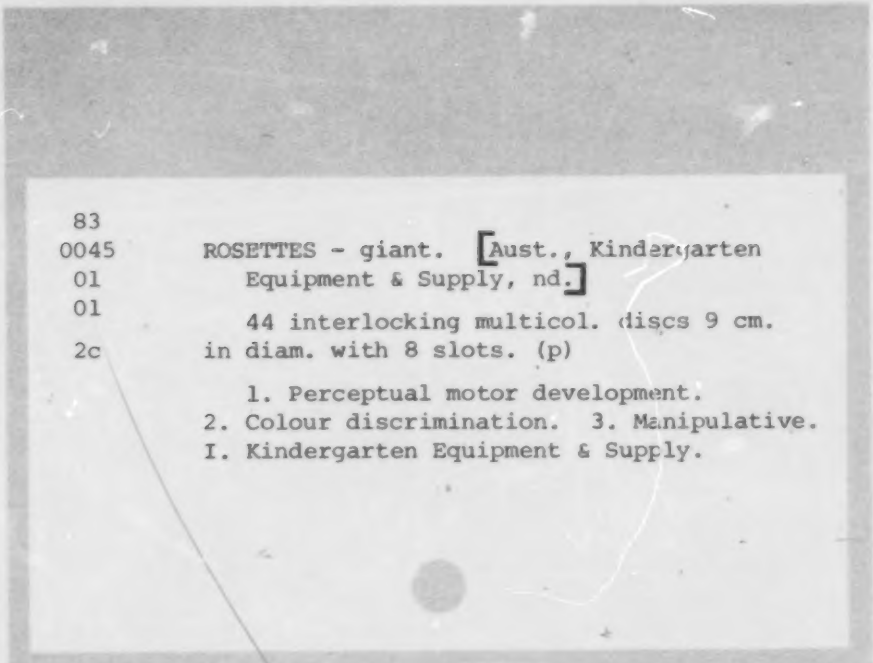
fig. 26. Title

83
0069 [INSET - clock.] Holland, Simplex, nd.
01
01 Clock, 18 cm. diam., with 12 numbered
insets and centre with hands. (w)

1. Perceptual motor development.
2. Number concepts. 3. Time concepts.
I. Simplex.

fig. 27. Title of Inset

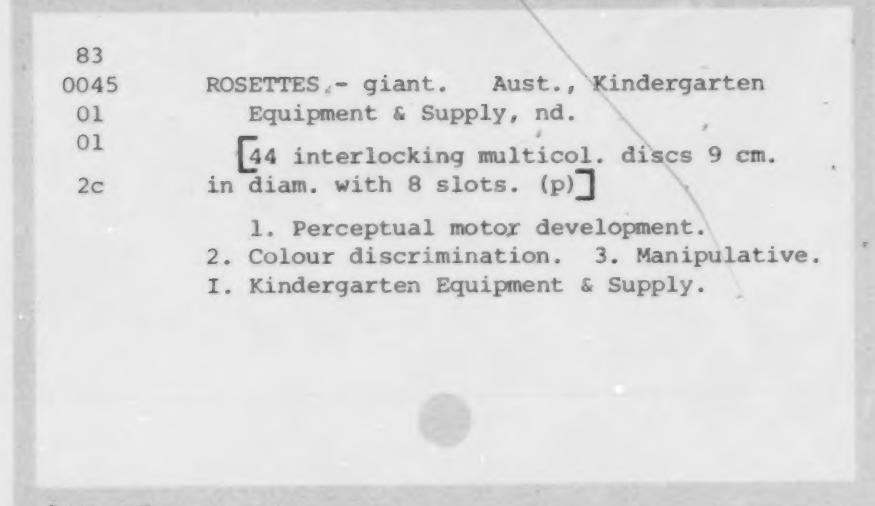
[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.



83
0045 ROSETTES - giant. [Aust., Kindergarten
01 Equipment & Supply, nd.]
01 44 interlocking multicol. discs 9 cm.
2c in diam. with 8 slots. (p)

1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
I. Kindergarten Equipment & Supply.

fig. 28. Imprint



83
0045 ROSETTES - giant. Aust., Kindergarten
01 Equipment & Supply, nd.
01 [44 interlocking multicol. discs 9 cm.
2c in diam. with 8 slots. (p)]

1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
I. Kindergarten Equipment & Supply.

fig. 29. Collation

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

63
0003 ALPHABET pattern plaques. Eng., Galt, nd.
01
01 26 plaques 5 x 9 cm. divided laterally
to make one alphabetical, word & pic.
2c sequence. (w) [(Galt early stages)]

1. Reading readiness. 2. Visual
perception. 3. Matching and sorting.
I. Series. II. Galt.

fig. 30. Series

84
0095 DAVIS, Ron, des.
01
01 Peg pull truck: des. by Ron Davis.
Aust., Ron Toy, nd.
2c

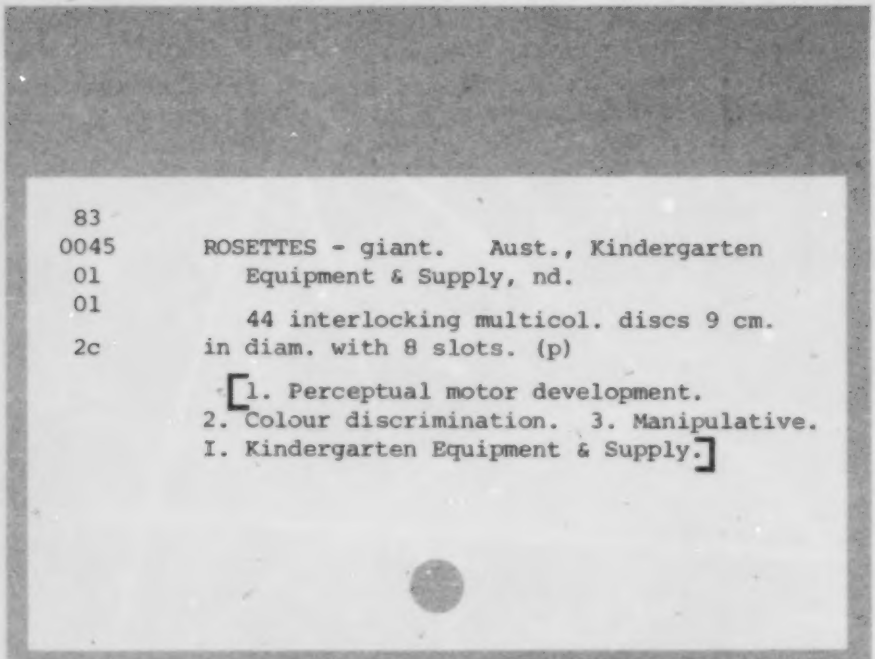
Truck 31 x 10 cm. with holes for
5 graded pegs, multicol. (w)

[Use with 84-0095-02-01 (02).]

1. Motor development. 2. Perceptual
motor development. 3. Seriation.
I. Title. II. Ron Toy.

fig. 31. Notes

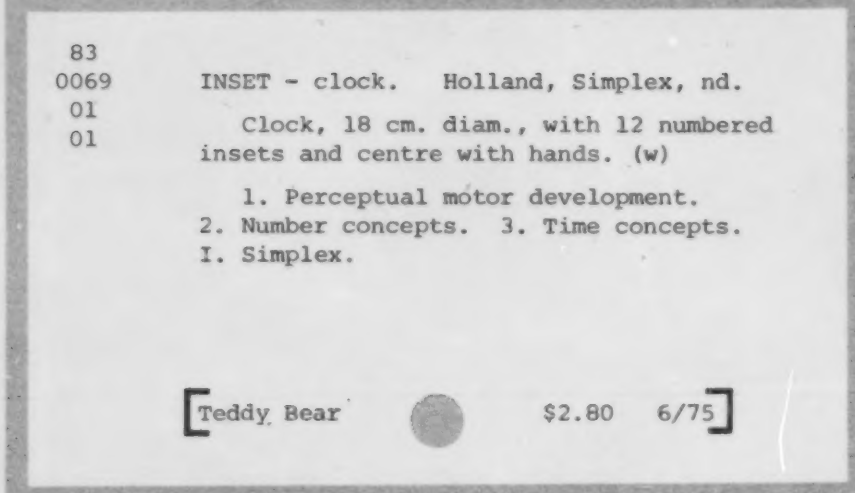
[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.



83
0045 ROSETTES - giant. Aust., Kindergarten
01 Equipment & Supply, nd.
01
44 interlocking multicol. discs 9 cm.
2c in diam. with 8 slots. (p)

[1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
I. Kindergarten Equipment & Supply.]

fig. 32. Tracings



83
0069 INSET - clock. Holland, Simplex, nd.
01
01
Clock, 18 cm. diam., with 12 numbered
insets and centre with hands. (w)

1. Perceptual motor development.
2. Number concepts. 3. Time concepts.
I. Simplex.

[Teddy Bear $2.80 6/75]

fig. 33. Shelf List

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

84
0021
01
01
2c

SLEDGE toy carrier: [des. by Ron Davis.]
Aust., Ron Toy, nd.

Sledge 30 x 20 x 10 cm. with sides and base of 14 rods and handle. (w)

1. Motor development. 2. Receipt and propulsion. I. Ron Davis, des. II. Ron Toy.

84
0021
01
01
2c

[DAVIS, Ron, des.]

Sledge toy carrier: des. by Ron Davis. Aust., Ron Toy, nd.

Sledge 30 x 20 x 10 cm. with sides and base of 14 rods and handle. (w)

1. Motor development. 2. Receipt and propulsion. I. Title. II. Ron Toy.

fig. 34. Designer

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

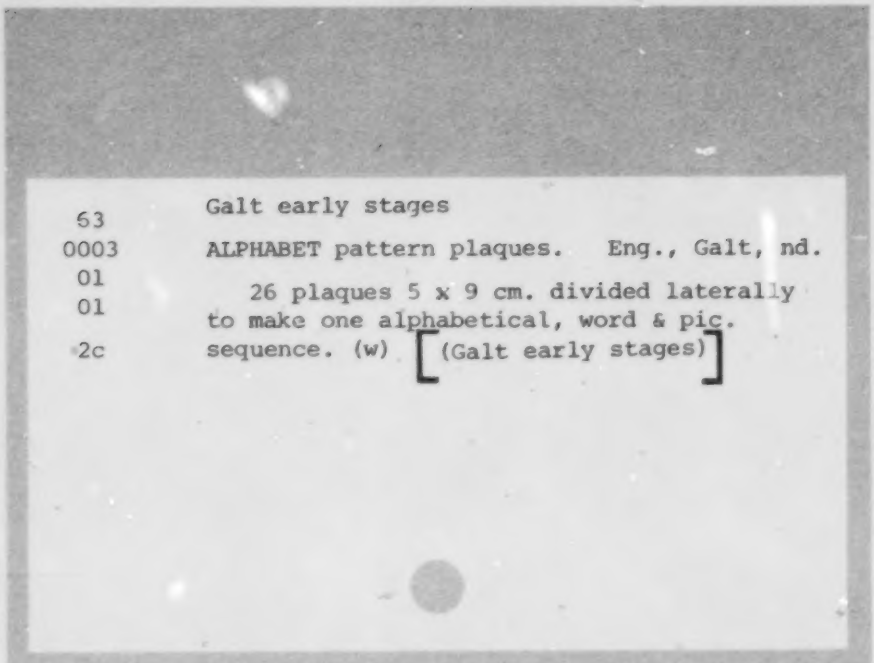

53
Galt early stages
0003
ALPHABET pattern plaques. Eng., Galt, nd.
01
01
26 plaques 5 x 9 cm. divided laterally to make one alphabetical, word & pic. sequence. (w) [(Galt early stages)]
2c

fig. 35. Series

Manufacturer's name—1½ line spaces from top of card.

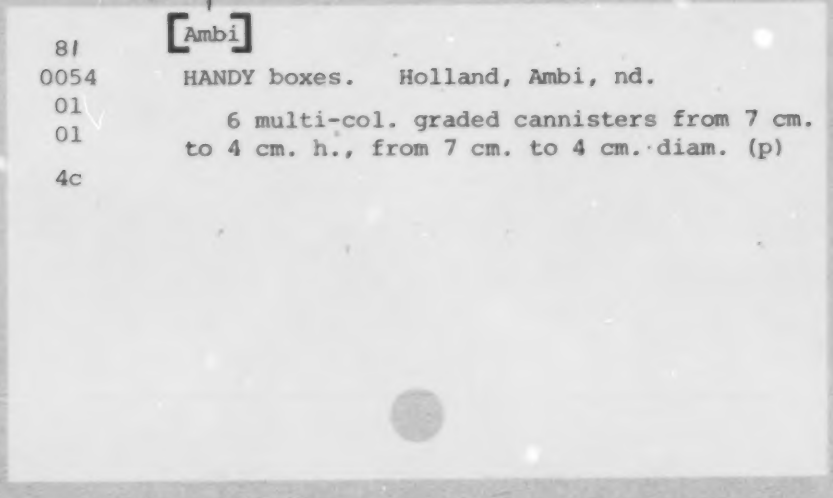


fig. 36. Manufacturer

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

Manufacturer's name—1½ line spaces from top of card.

[Europlastics]

See

Ambi

fig. 36. Manufacturer

82
0015
04
01

FROSTIG, Marianne

Beginning pictures & patterns (kit): rev. ed. Chicago, Follett, 1972.

1 book. (Developmental programme in visual perception.)

Use with 82-0015-02-01, -03-01, -04-01.

1. Visual perception. 2. Readiness. I. Title. II. (Series)

fig. 37. Non-Book Materials—Kit

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

66
0002
01
01
2c

GILLEO, Alma

A trip to the zoo (picture). Ill., Cook, 1966.

12 pics. col. 33 x 27 cm.

Contents:- Elephants - Zebras - Tigers - Lions - Giraffes - Snakes - Monkeys - Fish - Seals - Camels - Peacocks - Kangaroos.

1. Social studies. 2. Language development. I. Title.

Fig. 38. Non-Book Materials—Picture

69
0016
01
01

FARLEY, Pamela

Music for creative dance: no. 1. (audio-record). Kiwi, EA134, nd.

1 disc (8cm.) 45 r.p.m. mono

Norman Gadd ensemble.
Contents:- Low, medium, high & different levels, - Anger, attack, - Strong, light.

1. Rhythm. 2. Dance. 3. Creativity. I. Title

Fig. 39. Non-Book Materials—Record

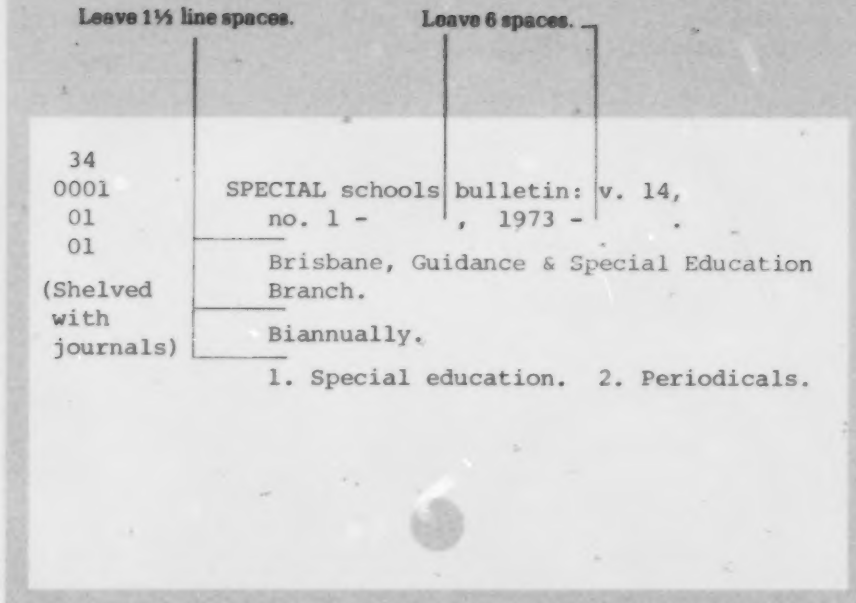


fig. 40. Periodical

SUBJECT CATALOGUING

Subject cataloguing is perhaps the most important aspect of cataloguing because much of a library's material is requested by subject. One of the most important services of a library's catalogue is to show what material the library has on different subjects. Classification locates the item by subject, but each item can stand only in one place. Subject entries in the catalogue relate subjects to one another and suggest new approaches to the user of the catalogue. Specialists may seek a specific item by its author or title, but students or laymen lean heavily on the subject approach.

A list of subject headings, then, is really a network of subject entries and cross references. Such a list contains general subjects, specific subjects, divisions of subjects, cross references, references from subjects not used, references from one subject to related subjects, and notes indicating the scope of the subject which are called scope notes. For this reason, a selected subject heading list for a specialised field is followed by the cataloguer in assigning subject headings. The *Instructional Materials Thesaurus for Special Education* meets all of the above criteria, and thus should be the subject heading list followed in all special education resource units/toy libraries. Consistency for the present and for the future is attained by working from an accepted list of subject headings where the choice among possible wordings has already been made. The list is obtainable from the Special Education Resource Unit, Ashford House, Ashford, S.A., 5035.

This next section is a synopsis of the introduction of *Instructional Materials Thesaurus for Special Education*. This thesaurus is intended to clarify and standardise terminology used to index instructional materials for exceptional children within the American resource centre network. Although most of the approximately 1,100 terms are descriptors selected from the *Thesaurus of the Educational Resource Information Centre* (ERIC), non-ERIC descriptors are also included. The thesaurus is presented in three formats: alphabetically with scope notes and cross reference; a rotated index; and by category, which are 25 major groupings of similar terms. Proper nouns are not indexed. The basic alphabetical list arrangement will be described in more detail. In this, additional information is provided for many terms in scope notes which define or clarify descriptor usage. Definitions are provided for those terms whose definitions are not readily available in a standard dictionary and for those terms for which one of several meanings is specified. Numerous cross references are provided to alert indexers or searchers to other potentially related terms. A broad or general descriptor is usually followed by cross references to more specific terms or categories and to other related terms. Many synonymous terms are eliminated from use by referring the user to an approved descriptor. Cross references are provided only when terms may occur automatically to the user; therefore, a two-way cross reference policy is not necessarily followed. Those entries which are not descriptors, but which refer the reader to an approved related term are preceded by an asterisk.

Names of persons, places, texts, agencies, uncommon diseases or special processes may be included but proper nouns and specific terms are not listed in the *Thesaurus*. A special education resource unit/toy library may create and use in indexing, additional terms necessary to appropriately identify and retrieve their instructional materials. Identifiers may be needed by a particular centre for greater specificity in such topic areas as foreign countries, national or ethnic groups, occupations, historical places, grade levels, reading levels, or parts of speech.

The *Instructional Materials Thesaurus for Special Education* fits all the criteria necessary for a good subject heading list. It is specific and consistent and it is written with the user of special education materials in mind. The *Thesaurus* uses the best possible wording for the many specialised subjects in the field of special education. If special education resource units/toy libraries all choose to use this list, they will achieve consistency in their cataloguing because they will be working from an accepted list of subject headings where the best possible choice among wording has already been made and which keeps up-to-date in the terms used by special educators.

SELECTION OF SUBJECT HEADINGS

First decide on the real subject of the material. Then the material should be examined—never decide from the outside container alone, or the title page. Once the subject is understood and identified with explicit words, the subject list can be used. The librarian's wording must be adapted to the terminology of the list.

Only use a maximum of three subject headings for each item. If more than three are considered necessary, it may be due to the cataloguer's inability to identify precisely the contents of the material. As each subject heading is chosen from the list, it should be ticked. The cataloguer can then see when consulting the list which terms have already been used. Tracings should be written on the main entry card. (see fig. 32—toys, see fig. 19—books) Write the subject cards as follows: (see figs. 41 and 42) Subject cards should be filed alphabetically behind a guide card, e.g. all materials dealing with perceptual-motor development should be filed alphabetically behind the PERCEPTUAL-MOTOR DEVELOPMENT guide card.

See reference cards are used to refer from phrases or terms not used as subject headings to those which are used. In the *Thesaurus*, terms which are not used are marked with an asterisk. A card with a *See* reference should be placed in the subject catalogue.

MONGOLISM
SEE
DOWNS SYNDROME

SEE ALSO reference cards are terms guiding the reader from headings used to related headings.

ART
SEE ALSO
Art materials and prints.
Crafts, Graphic arts, Painting,
Photography, Sculpture.

In general, SEE ALSO reference cards are made from the general subject to the more specific points of it.

PROCESSING

Toys

First place a call number on the item. This can be done by using a label or an engraver. Sometimes it may be necessary to write on the item. The number should be in as unobtrusive a place as possible, e.g. the base of a toy. Some items, such as jigsaws, require labelling on each individual piece. Stamp each item with a property stamp; once again, some items will require stamping on each individual piece.

Place a contents note on the outside of the container and, if the item is to be placed in a plastic bag, on this. The note can be handwritten. (see fig. 43) The note is especially important in the case of kits, where separate pieces can be used independently. It is necessary to indicate on the contents note the number of pieces in the case of jigsaws and other similar material.

Heavy duty plastic bags are required for storage. Six holes should be punched in all plastic bags; this is an important safety factor. Some containers will require reinforcement with packaging tape or Contact. Plastic bags can be tied with twist ties and a rubber band around boxes will keep contents intact.

Instruction books included in construction kits should be photocopied, and the copy stuck on the inside of the lid. The original booklet can be filed.

An engraver is especially useful for inscribing on items which have no flat surfaces.

Books

First place the label with call number on spine, 15 mm from bottom. (see fig. 44) If the spine is too narrow, place label on front cover, 15 mm from bottom and 7

mm from the spine. If the book has a jacket, place label on the jacket and under it on the book itself. Cover these labels with durex tape.

Stamp with property stamp on the reverse of the title page, on page 7, and on the endpaper. Write the call number in pencil on the reverse of the title page and on the endpaper. Cover the book with plastic obtainable from library suppliers.

Periodicals

Periodicals are classified similarly to books and an index card should be made for each periodical. (see fig. 2)

Periodicals will be catalogued under their particular subject, e.g. Physical Education in 43, and Art in 41. For convenience sake however, all periodicals should be shelved together in one section, with indication on the catalogue card to this effect.

It is recommended that restrictions be placed on the loan of periodicals, as once they are lost, they are very hard to replace. Photocopying of relevant parts is the best method of circulation. Annual cumulations should be bound.

Non-Book Materials

Non-book materials are processed similarly to other materials, but it is very important to stick a CONTENTS NOTE on each part of a kit, listing all related parts. (see fig. 45)

Care and Maintenance of Equipment

The number of each toy needs to be carefully checked to ascertain that it is identical with the number on the loan card, and that the correct number is on the toy, the container and the plastic bag, as borrowers may mix up bags and toys or numbers become partly defaced. It is regarded as essential that library borrowers are trained to take care of the equipment taken out on loan. Clientele should be encouraged to keep toys and equipment in a solid box and to check that it is complete after use, before returning it. This minimises the need for repairs and replacements of items. However, it is imperative that the number of pieces be checked for every toy, and that insets, pile-ups and puzzles be reassembled so that not only the correct number of pieces, but also the *right* pieces are in each item.

The hygienic care and attractiveness of equipment for reloan is also important. Toys are generally wiped over or washed in diluted Savlon liquid (Savlon hospital concentrate can be bought in bulk), and non-scratching cleaners are often needed for some items; drying of equipment is generally done on racks so that pieces can be spread out and dry naturally if time permits. Items are then ready for replacement on the multiple copy shelves.

Incomplete or broken items should then be immediately removed from circulation. Items with missing parts or items which are more seriously damaged should be put in the equipment "hospital". It is suggested that they be divided into sections according to the type of repair needed. Each centre needs to build up a list of equipment repairers—parents and staff in school craft areas are often able to repair most items. Minor repairs should be carried out at the resource centre/toy library. It is helpful to maintain a special equipment repair kit. The kit should contain the most commonly needed items for everyday treatment. The following items have been found to be the most commonly needed repair articles, though obviously each centre has different needs: Selleys' glues, especially Aquadhere, Bonza glue, frosted tape and various thicknesses of cellotape, masking tape in a variety of colours for cardboard box repair, Contact. A hammer, screwdriver and a pair of pliers are useful as are grades of sandpaper. A collection of paint remnants can be built up as wheels and heavy duty sections of transport pieces may often need a quick resanding and repainting. A spare parts box should be kept for each major section and maintained in strict numerical order. Large centres with a number of copies will quickly find that complete sets can be made so that they can be in circulation while larger repairs such as new pieces are being made.

Repairs
A box of materials should be kept to repair materials. Each resource unit/toy library will need different repair materials, but a box could contain: Bonza glue, Aquadhere, cellotape, screwdriver, sandpaper, extra labels, bags, ties, pair of pliers.

CIRCULATION

Circulation procedures will vary according to the size and nature of the library. The rules which follow can be varied to suit individual needs. In large centres such as the Torrens Toy Library and Psychoeducational Resource Centre and the Special Education Resource Unit, the master copy or 01 copy is not generally circulated but retained for display in the library. This enables the full range of materials to be available for viewing which will assist teachers and parents in assessing and ordering materials. The value of the master copy for the effective functioning of a toy library has been outlined under the section Administration of Toy Libraries. However, small libraries with limited funding may need to circulate their 01 copy.

General Information

It is possible to use the same simple circulation system for all items in the library. A two-drawer file should be used as an IN file and as an OUT file. The IN file contains one card (see fig. 46) for each item in the library and should correspond exactly with the number of items on the shelf list. The cards should always be filed in numerical order behind guide cards.

When an item is borrowed, the card is removed from the IN file and the name of the borrower and due date entered. The card is then placed in the OUT file which is organised under due date. When the item is returned, the card is removed from the OUT file and the borrower's name neatly ruled off. This system is suitable for materials which cannot hold book pockets, such as toys, kits, etc. It enables the librarian to see at a glance if materials are out. The IN file can be checked for the item—if it is not there, it is on loan.

Reserve systems can also be operated. If an item is required which is out on loan, a reservation slip can be affixed to the 01 card in the IN file. When the item is returned, this will be seen and the item placed in a designated area.

FILING

A divided catalogue is recommended for filing. There should be separate drawers for the following areas.

Author, title, series cards, filed alphabetically

Shelf list cards, filed numerically

Subject cards, filed alphabetically

Manufacturer's cards, filed alphabetically

Alphabetical Filing
The most important factor in filing is to be consistent. The following rules apply to filing.

Arrange all entries according to the order of the English alphabet.

Arrange word-by-word, alphabeting letter-by-letter, to the end of the word, e.g.

New York	NOT:	Newark
Newark		New York

Disregard initial articles in alphabetical titles—The, A, An.

Arrange an initial before a word beginning with the same initial letter, disregarding punctuation, e.g.

A.A.
A.B.C.
Aa, Julius.

Arrange abbreviations as if spelled in full, including numerals.

Names beginning with the prefix M Mc Mac are filed as if spelled Mac.

A surname followed by initials precedes the same surname followed by full christian names, e.g.

BROWN, J.
BROWN, John

Subject Cards

Subject cards should be filed alphabetically behind the guide card for that particular subject, i.e. all the cards headed perceptual-motor development are filed alphabetically behind a PERCEPTUAL-MOTOR DEVELOPMENT guide card.

Shelf List Cards

Shelf list cards are filed according to numerical order. (see section on shelving)

SHELVING

The following details should be noted when shelving.

Materials should be shelved in numerical order. Methods of storage depend on the functional purpose of the resource unit. Kits and other software should be intershelved as far as possible. Outsize materials can be shelved in a separate area in a parallel sequence.

Above the call number, place a symbol (F or OS) to denote this. Pamphlets can be stored in special boxes for this purpose.

Periodicals should be catalogued under their particular subject, e.g. physical education in 43, art in 41. For convenience sake, all periodicals should be stored together in one section. (See section on periodicals.)

VERTICAL FILE

In a vertical file, the following details should be noted.

Some materials do not require complete cataloguing; these are catalogues, photostat copies, information on courses, useful information on single sheets and small pictures.

Materials should be catalogued under subject headings taken from the *Instructional Thesaurus for Special Education*. The card should be filed in the catalogue to guide the reader to the vertical file. (see fig. 47)

Newspaper clippings can be a useful reference tool, especially if kept for several years. The most satisfactory way is to photocopy them and stick articles on paper and place in a loose leaf binder with each article dated. At the end of each year, an index can be compiled for each binder.

STATISTICS AND EVALUATION

Statistics and other information relevant to the evaluation of the programmes initiated by resource units/toy libraries are necessary. Personal information on individual children/families should be strictly confidential. Some samples are indicated below, but it must be remembered that each resource unit/toy library will need to devise forms to suit their own individual programme.

Loan Statistics

Type of materials borrowed

A form listing the type of materials borrowed, especially toys, can be used to ascertain which materials are in demand. (see Appendix VIII)

Number of borrowers

Type of borrower

In a toy library details of age, type of handicap, occupation of parents, area of residence or other appropriate information may be valuable.

Reports

It is important to report frequently on the growth of services and to assess areas such as mobile services or sections which are poorly equipped.

Evaluation

Evaluations are important to assess the validity of the resource unit/toy library functions.

Evaluation of the material

This includes an analysis and evaluation of the effectiveness of the material. (see Appendix VIII)

Evaluation of the child's progress

This includes parents' and advisers' comments on materials borrowed each month. See sample on p. 70.

Evaluation of the material

This includes an analysis and evaluation of the effectiveness of the material. (see Appendix VIII)

Evaluation of the service

This evaluation is essential if the toy library/resource unit is to gauge how effective it is. (see Appendix VIII)

The examples are taken from information sheets, prepared by various instructional materials centres in the network in the U.S. Special Education Instructional Materials Centres (SEIMC). They can be adapted for Australian use.

Additional information

General guidelines on use of toys

Specific suggestions on use of particular toys

Related activities to reinforce learning gained by use of a toy

Suggestions to parents for developing parallel activities at home

DISCARDS

The following details should be considered when handling discards.

Out of date, inaccurate information and damaged materials should be removed from the collection. Other organisations are always grateful for old books and toys.

All cards for the item should be withdrawn from the catalogue. The tracings on the main entry card can be used to find the other cards for the item.

The entry should be ruled out in the shelf list book. This will leave a vacant number which can be reused. The vertical file should be weeded frequently for out-of-date or unnecessary material.

STOCKTAKING

Stocktaking involves the following details.

All materials should be placed in order on the shelves. Two people should be stationed at the shelf, one with the shelf list. The one with the shelf list calls out the call number and title of each item. As each item is found, it is marked in some way. This indicates that the item has been checked.

Cards of items not located should have a paperclip placed on the top. Items left unmarked on the shelves after checking are put aside for checking against the general catalogue to determine whether only the shelf list card is missing. Make a thorough search for all missing materials, not forgetting materials waiting for repairs or sent out for binding.

Compile, circulate and publicise a list of missing items. Items which have been checked can now be shelved normally and released for loan.

Items still missing at the next stocktaking (cards will retain paperclip) can be assumed lost. All cards for these items must be removed from the catalogue as for items discarded. These cards can now be filed behind the shelf list under "Lost Items". Important items should now be replaced.

CHECKLIST

	page
Ordering and acquisition procedures	22
Checking of item	23
Classification	23
Listing in shelf list book	32
Cataloguing	32, 35
Processing	64
Filing	66
Shelving	67
Circulation	66

D.O.B. 21/8/71

Enrolled 3/2/76

1

CLARK - MARGARET
1 RUNDLE DRIVE
SEAVIEW PARK. 5099
356 7040

Date	Number	Name	Comments
3.2.76	83 0011 01 15	Threading Beads & Needle	Hand-eye coordination now very good with threader.
	84 0087 01 07	Sio Bus & wooden passengers	Still needs some cues with colour matching of passengers.
	83 0177 01 04	Inset - Apples	Knows "big" & "little" shapes. With some trial & error can complete seriation.
2.3.76	83 0040 01 03	Beads (25) & Thread	Noticed improved concentration. Beginning to understand colour patterning.
	83 0150 01 02	Inset - Boy & Girl	Can name body parts. Some difficulty with smaller pieces e.g. arms.
	84 0089 01 03	Magnetic Crane	Fine-motor coordination improving. When difficulty in guiding string would use two hands.
30.3.76	82 0027 01 05	Household Domino	Can match pictures. Tended to only consider one end when playing the game.
	62 0001 01 06	Families (22 figures)	Sorting into sets - some difficulty with identifying figures' emotions.

 Sample of Borrower's Card

24
0005
01
01

[BEHAVIOUR MODIFICATION]

WATSON, Luke S

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

148p. illus. (Pergamon general psychology.)

On the subject heading cards the subject heading is typed in capital letters and 1½ line spaces from top of card.

24
0005
01
01

[PROGRAMMED INSTRUCTION]

WATSON, Luke S

Child behaviour modification: a manual for teachers, nurses, and parents. N.Y., Pergamon, c1973.

148p. illus. (Pergamon general psychology.)

fig. 41. Subject Heading Cards—Book

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

[PERCEPTUAL MOTOR DEVELOPMENT]

83
0069
01
01 INSET - clock. Holland, Simplex, nd.

Clock, 18 cm. diam., with 12 numbered insets and centre with hands. (w)

[NUMBER CONCEPTS]

83
0069
01
01 INSET - clock. Holland, Simplex, nd.

Clock, 18 cm. diam., with 12 numbered insets and centre with hands. (w)

fig. 42. Subject Heading Cards—Toy

[ ] are purely to indicate the relevant section mentioned in the text. Disregard when cataloguing.

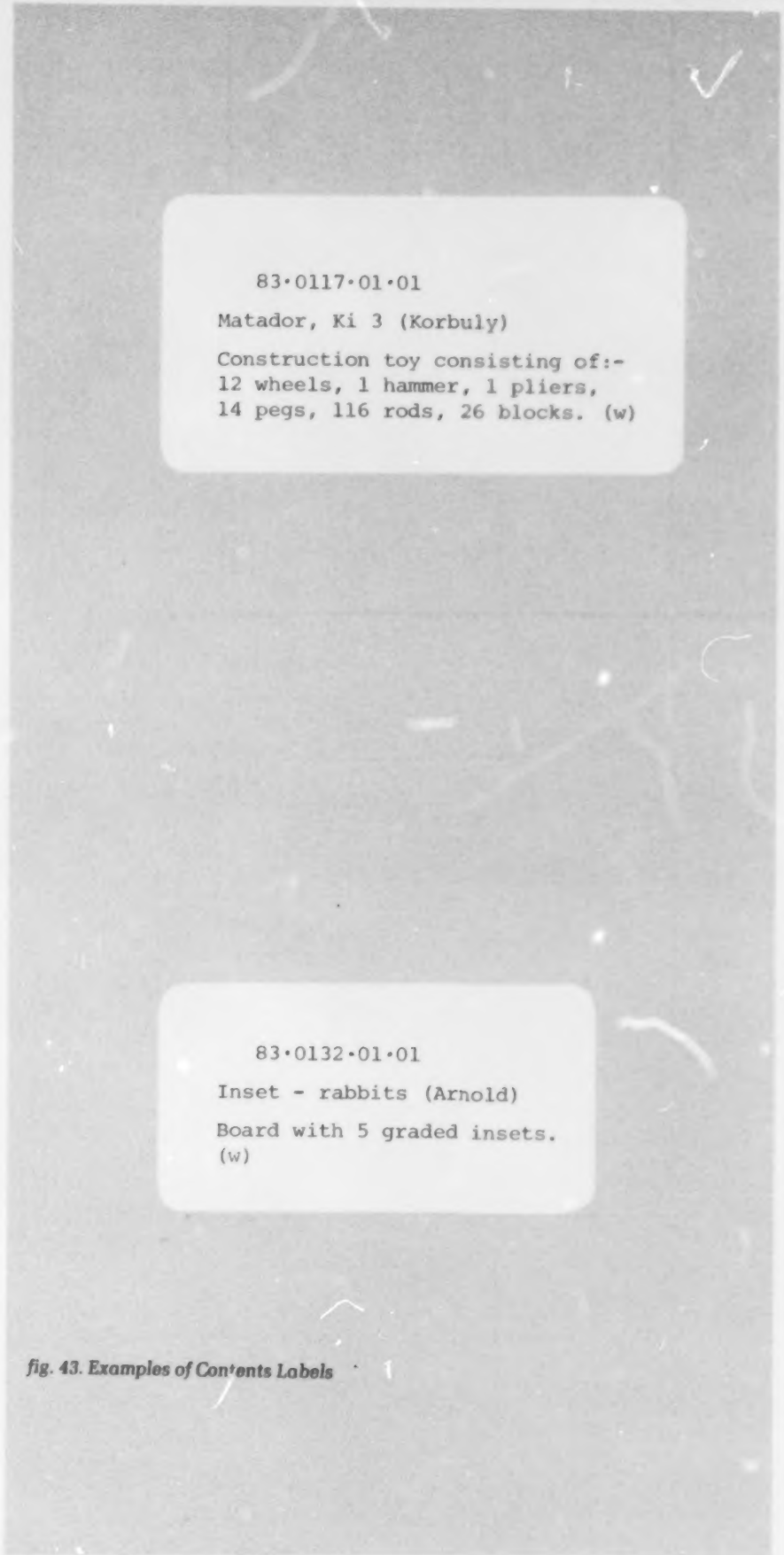


fig. 43. Examples of Contents Labels

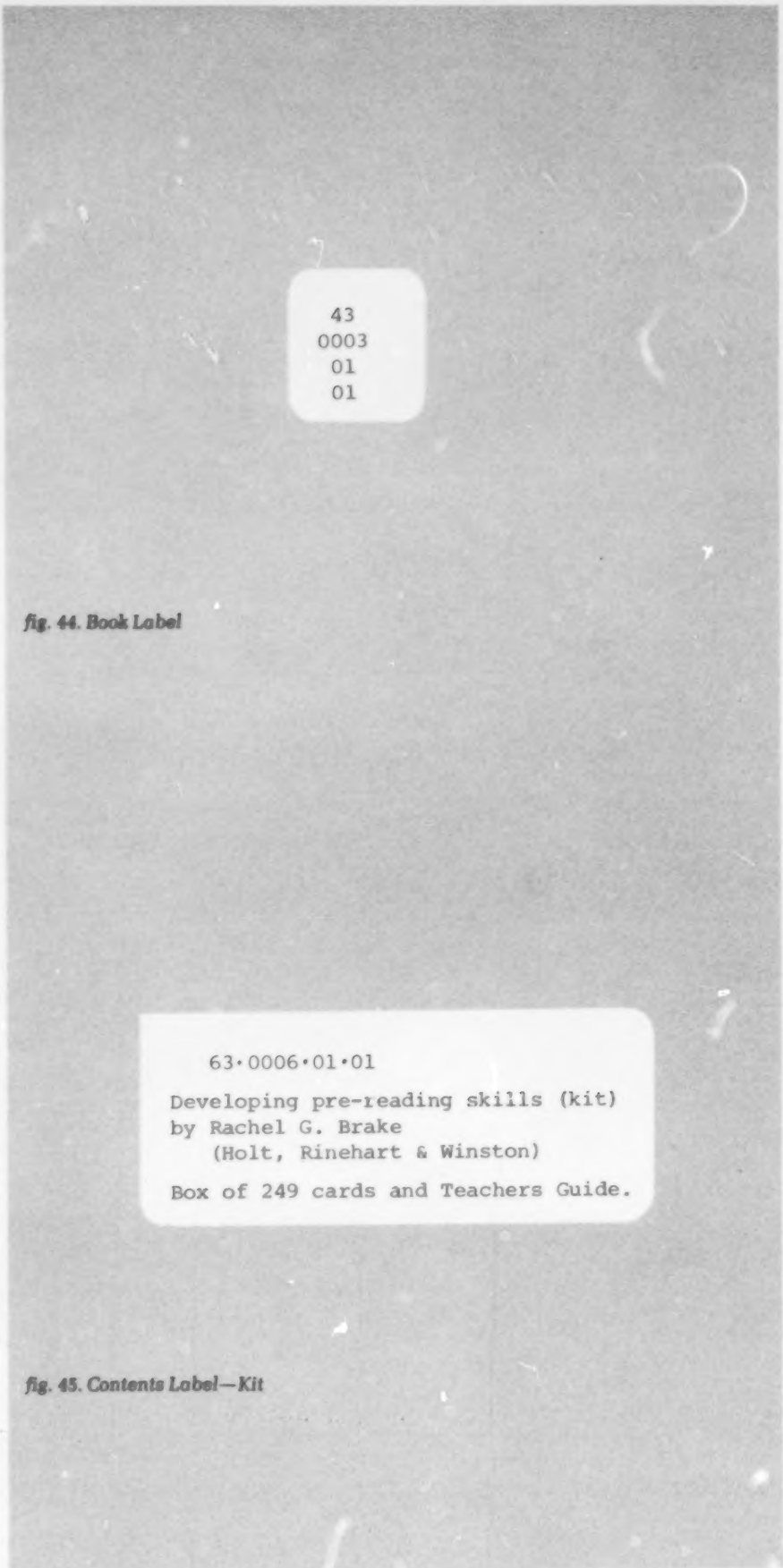


fig. 44. Book Label

63·0006·01·01

Developing pre-reading skills (kit)
by Rachel G. Brake
(Holt, Rinehart & Winston)

Box of 249 cards and Teachers Guide.

fig. 45. Contents Label—Kit

27-0002-01-01

Author CARLSON, Bernice Wells

Title Play activities for the retarded child.

Name	Grade	Due Date

83-0069-01-01

Author

Title INSET - clock

Name	Grade	Due Date

fig. 46. Circulation Cards

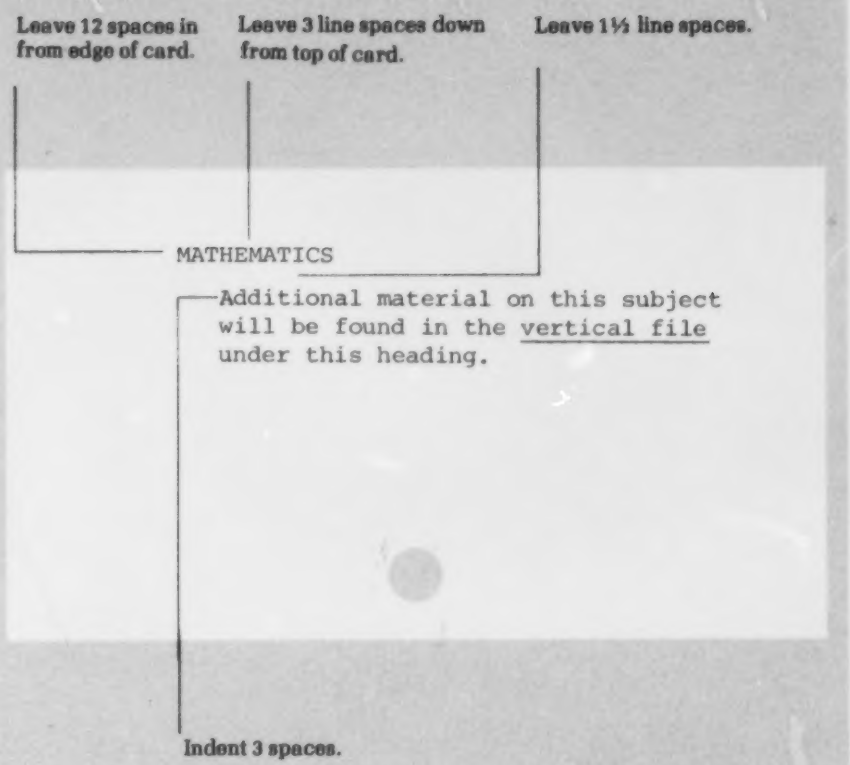

Leave 12 spaces in from edge of card.
Leave 3 line spaces down from top of card.
Leave 1½ line spaces.
MATHEMATICS
Additional material on this subject will be found in the vertical file under this heading.
Indent 3 spaces.

fig. 47. Vertical File

APPENDIX I

SELECTING GOOD TOYS AND PLAY EQUIPMENT

The selection of toys and educational equipment for a toy library, especially one for handicapped children, is a very complex task. The toy library at Torrens has received numerous requests for both selected lists of toys and for advice on the most effective way of spending a given sum of money. Reluctantly we have had to decline to provide such information on paper, and have suggested that interested agencies or teachers work in consultation with the Torrens Toy Library staff in order to examine the numerous variables which have to be taken into account. The following factors need to be considered before purchasing materials.

The purpose for which the toy library is being established.

The types of handicaps being catered for and the degrees of severity of the handicaps.

The numbers of children at each developmental age level and the total age range involved.

The degree of parent involvement.

The physical facilities and space involved which will effect both the types of toys purchased and their sizes.

The qualifications and professional training of the professional staff.

The number of support staff available, e.g. for the work involved in checking toys with numerous small pieces after every loan. It is not practicable to purchase this kind of equipment unless there is sufficient staff for the hygienic care and checking of the toys.

The average number of toys to be loaned at each visit must be taken into account. If only one toy is to be borrowed, more expensive items could be purchased. If a number of toys in different developmental areas are required, then a number of small back-up toys could be acquired, including small finger puppets, rubber quoits, etc.

Most educationalists would agree that a toy is a learning material and that play is the natural medium by which young children learn. However, insufficient attention is often paid to the quality of the play materials provided for young children. Of course the importance of natural pliable materials, sand, water, dough, painting materials, clay, etc. can not be overemphasised nor can the value of everyday materials, waste materials, or materials which encourage imaginative play. However, if worthwhile wooden or other materials are to be purchased for a toy library, then it is important that the material is examined for quality and certain principles of good play equipment are taken into account.

QUALITIES OF A GOOD TOY

Suitability

The toy should be suitable and appropriate for the developmental age concerned and match the child's mental age and abilities, including his neuro-muscular development.

Adaptability

The toy should be flexible and versatile enough to be able to be used in a number of ways, i.e. boxes with lids which can be used as nesting boxes, stacking materials or graded boxes. The lids can serve a variety of uses. However, in purchasing for handicapped children, single-purpose toys have a definite place in a toy library.

Durability

A good toy should be well constructed and long-lasting, particularly when the toy will be borrowed over and over again by children of different ages and sizes, and also with varying degrees of skills. Attention should be paid to a toy's possible weak areas (wheels, "joins", axles, etc.). The type of wood or plastic should be examined.

Challenge

The toy should stimulate play by its very properties which should develop discovery or action on the part of the children and promote involvement in the play process. Learning is challenged by cause-and-effect toys and by toys which stimulate the senses.

Attraction

A good toy should attract a child through its appearance. Children are interested in toys which are highly coloured, but by being taught to appreciate good wooden toys, children can learn to enjoy the texture of highly polished wood. Wood teaches the child through its texture and natural solidity, its richness, smoothness and warmth. Textured materials such as cloth, although attractive, have a limited use in lending situations because of the hygienic problems involved. Parents should be encouraged to provide tactile experiences of this kind in the home.

Enjoyment

A toy should be a source of enjoyment to a child. Its properties should motivate the child to play repeatedly with it. This is particularly important with handicapped children who may lack the motivation to play. Often, for handicapped children, the enjoyment may be minimal at first until the child begins to succeed at the task when a new learning dimension occurs. An enjoyable toy means that the child is satisfying his needs and developing a feeling of success which assists in the development of his self-concept.

Educational Value

The toy should provide experiential learning for the child. Some of the best toys for handicapped children have self-correcting principles involved. An example is Montessori cylinders where the child learns through constant manipulation that the task is only complete when each cylinder is correctly placed in line with the top of the hole, or where graded stairs are concerned, that the graded sizes are only revealed if they are in correct order. This type of task, where the parts fit together in one way only, provides trial-and-error learning that helps the child to work by himself at his own pace.

Safety

Many toys on the market are not safe for children. Care must be taken when choosing toys for infants, that rattles and crib toys are of a high standard of workmanship, that they do not contain small parts which could be swallowed, and that they will stand up to the wear and tear necessary without breaking and exposing unsafe parts. Many toys for toddlers have dangerous nails and screws and rough finishes that splinter, or parts which could damage a child's finger. A toy should be completely free of toxic substances especially where paint is concerned.

Sociability

Of course many toys bought for the toy library will be toys which will encourage social play between children and interaction between family members. For example, kindergarten blocks encourage cooperative play with peers. Any final decision on purchasing material for the toy library should take into account not only the above criteria, but the cost of the toy in comparison with the amount of value that is inbuilt. Toy libraries need to consider durability and reliability when considering the price of toys. Many of the well known firms will be able to sell extra "men" and other parts that always get lost. Good wooden toys may be expensive initially but can be repaired, resanded and repainted at very little cost; and if natural wooden materials are treated when new, they are extremely long-lasting.

It has often been desirable to purchase large sets of interlocking blocks or wooden construction materials and make them up into two or three smaller sets.

APPENDIX II

SIMPLIFIED PROCEDURES FOR SMALL TOY LIBRARIES OR THOSE RUN BY VOLUNTEERS

The following is a simple step-by-step format for running a small toy library.

1. Check item against purchase order or order file.
2. Assign a call number. (see section on classification)
3. Write this call number in the shelf list book, together with name of toy/manufacturer/supplier/price and date supplied. (It is preferable to write information in the shelf list book as well as on the card.) (see figs. 4-8)
4. Only *one* card need be made for each toy/pamphlet.
5. The card should include the following information.

Toys

Call number, with number of copies listed under it, e.g.

83
0001
01
01 (see fig. 48)
2c

Title. If the item is an inset or puzzle, place this word first and then the title, i.e. INSET—dog, not DOG—inset to keep similar materials together.
Place of manufacture/manufacturer.
Description of the toy—number and type of pieces, sizes, whether wooden (w), plastic (p), metal (m), rubber (r).
Up to three subject headings (from abbreviated list, see Appendix X). If 75% of the cards are in the perceptual-motor development category, it is not necessary to include this category among the tracings.
It is useful to include price, date of purchase and supplier of toy.

Pamphlets

Write number on card, with number of copies listed under it, e.g.

52
0001
01 (see fig. 49)
01
2c

The author's surname should be first, followed by Christian names.

Title
Place of publication, publisher, date
Number of pages
Subject headings
It is useful to include price, date of purchase and supplier.

6. Processing (see section on processing and repairs)
7. Circulation (see section on circulation)

If organisers have any problem, it is suggested that they contact either Special Education Resource Unit, Ashford House, or Torrens Toy Library.

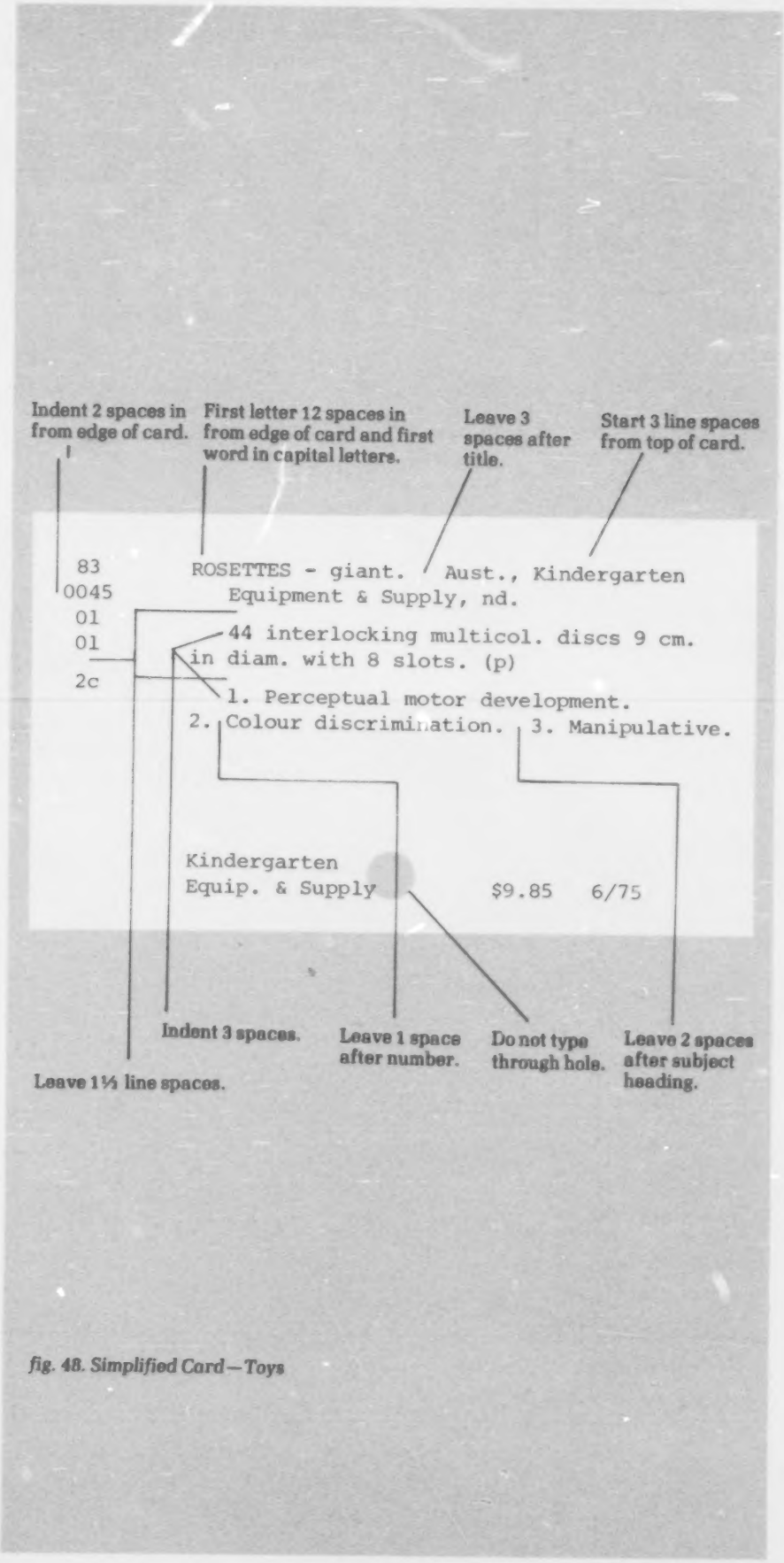

Indent 2 spaces in from edge of card.
First letter 12 spaces in from edge of card and first word in capital letters.
Leave 3 spaces after title.
Start 3 line spaces from top of card.
83
0045
01
01
2c
ROSETTES - giant. Aust., Kindergarten Equipment & Supply, nd.
44 interlocking multicol. discs 9 cm. in diam. with 8 slots. (p)
1. Perceptual motor development.
2. Colour discrimination. 3. Manipulative.
Kindergarten Equip. & Supply $9.85 6/75
Indent 3 spaces.
Leave 1 space after number.
Do not type through hole.
Leave 2 spaces after subject heading.
Leave 1½ line spaces.

fig. 48. Simplified Card—Toys

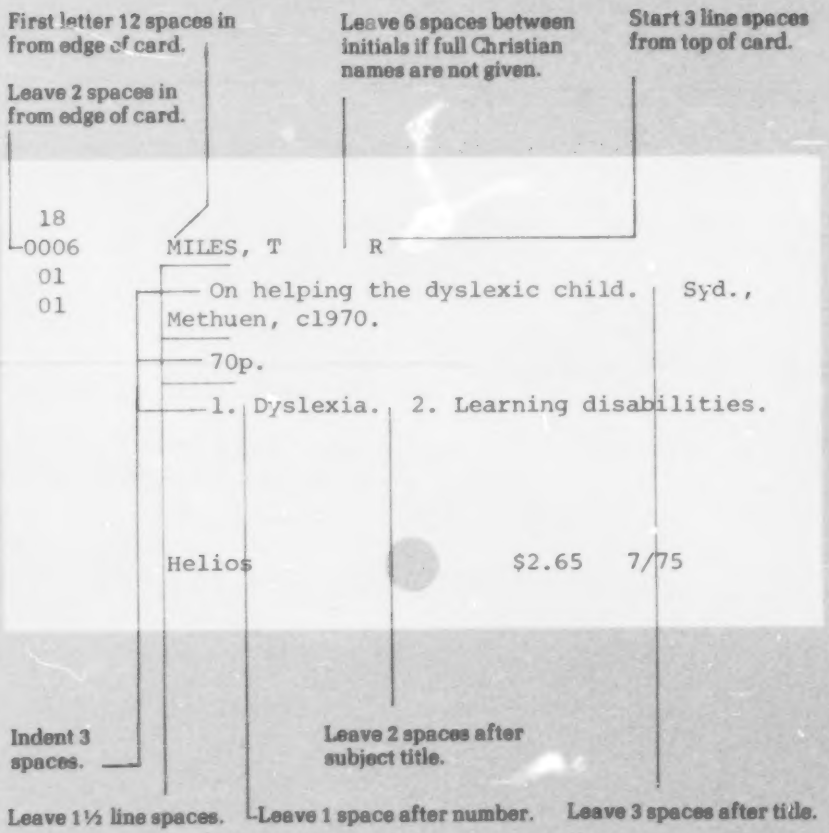

First letter 12 spaces in from edge of card.
Leave 2 spaces in from edge of card.
Leave 6 spaces between initials if full Christian names are not given.
Start 3 line spaces from top of card.
18
0006 MILES, T R
01
01
On helping the dyslexic child. Syd., Methuen, c1970.
70p.
1. Dyslexia. 2. Learning disabilities.
Helios $2.65 7/75
Indent 3 spaces.
Leave 2 spaces after subject title.
Leave 1½ line spaces.
Leave 1 space after number.
Leave 3 spaces after title.

fig. 49. Simplified Card—Pamphlets

APPENDIX III

PLAY, LEARNING AND THE ESTABLISHMENT AND OPERATION OF RESOURCE CENTRES/TOY LIBRARIES

The above course is offered by the Department of Special Education at Torrens College of Advanced Education.

Prerequisites

Preference will be given to students who have had experience and training in working with young children.

Aims

1. To present a theoretical framework which will provide a rationale for the establishment of resource centres and toy libraries either in areas of special education or in the area of the culturally disadvantaged.
2. To provide practical training by using the Torrens Toy Library setting to enable students to do the following.

   Understand the development of play and learning in both normal and handicapped children.

   Develop planned approaches to the effective use and care of appropriate equipment with both individual and small groups of children.

   Learn cataloguing and processing procedures appropriate for use in a toy library or a resource centre.

   Design and make equipment and undertake a critical analysis of provisions for play and equipment.

   Provide opportunities for developing parent-teacher, parent-therapist interaction.

   Examine the Torrens Toy Library programme for handicapped children and compare it with other programmes developed in Australia and overseas.

   Work closely with parents and observe parent-child interaction at the Torrens Toy Library and in playgroups.

   Take part in the home-visiting programme as a member of the Toy Library advisory team.

3. To give students some training and experience in behaviour therapy and in the management problems associated with the care and development of children especially in relation to the handicapped child and his family.

Content

Defining play

The vital role of play in learning and development. A critical examination of

traditional theories of play. A survey of modern ethological, neurological and motivational theories. Cognitive development and play—Piaget's view. Psychoanalytic theories of play and play therapy. Play and the handicapped child. Teaching severely handicapped children to play. Play and its use in remediation. Developmental models of learning. Factors influencing the development of play: the role of the family; the provision of a stimulating environment; the role of the playgroup, preschool and school.

The assessment of levels of play

A detailed analysis of toys and the designing and making of appropriate equipment. The development and operation of a toy library or resource centre. The special education library model. Planning a cross reference system that will assist in assessing a child's strengths and weaknesses so that appropriate play materials may be provided. Processing toys; their care and storage.

Parent involvement and parent programmes

The changing role of parents and non-professionals in community programmes. A critical examination of parent programmes in South Australia and overseas. Parent interviewing and home visiting. An examination of directive and non-directive approaches in special programmes for parents and children.

Behaviour modification

Behaviour control approaches will be outlined including training in behaviour modification and its application to modifying problem behaviour, teaching new skills and accelerating socially appropriate behaviours. As some students are from the field of special education and others from playgroups and preschools for the disadvantaged, special provisions will be made for the needs of each group where tutorials and workshops are concerned.

Approaches

Three consecutive hours per week over two semesters. The three hours will be divided into a weekly lecture period and a two-hour period which will include seminars and tutorials or workshop sessions and visits to other toy libraries and resource centres. Guest lecturers trained in cataloguing non-book material will assist in the library aspects of the programme. Students will be videotaped working with parents and children so they can evaluate their effectiveness.

Assessment

Assessment will include a written assignment on each section and a seminar paper on each unit, the design and production of toys and equipment, and satisfactory completion of practical work in resource centres and/or toy libraries.

Texts

A selection from the following books on play should be purchased.

COURTNEY, R., *Play, drama and thought*. Third edition, London, Cassell, 1974.

ELLIS, M. J., *Why people play*. Englewood Cliffs, New Jersey, Prentice Hall, 1966.

GORDON, I., *Baby learning through baby play*. New York, St. Martins Press, 1970.

GORDON, I., GUINAGH, B., JESTER, R. E., *Child learning through child play*. New York, St. Martins Press, 1972.

HERRON, R. E., SUTTON-SMITH, B., *Child's play*. New York, Wiley, 1971.

LELAND, H., SMITH, D. E., *Play therapy with mentally subnormal children*. New York, Grune & Stratton, 1965.

MILLAR, S., *The psychology of play*. Penguin, 1968.

McLELLAN, J., *The question of play*. Oxford, Pergamon, 1970.

PIERS, M. W., (ed.), *Play and development*. New York, Grune & Stratton, 1965.

PIAGET, J., *Play, dreams and imitation in childhood*. New York, Norton, 1951.

References

ALLEN, M. J., *Adventure playgrounds*, London, Thames & Hudson, 1968.
AVEDON, E. M., SUTTON-SMITH, *The study of games*, New York, Wiley, 1971.
AXLINE, V., *Play therapy*, New York, Houghton Mifflin, 1974.
BENGTSSON, A., *Adventure playgrounds*, London, Crosby Lockwood, 1972.
BENGTSSON, A., *Environmental planning for children's play*, London, Crosby Lockwood, 1970.
CARLSON, B., GINGLAND, D. R., *Play activities for the retarded child*, Cassell, 1962.
GUERNEY, B., *Psychotherapeutic agents: new roles for non-professional parents and teachers*, New York, Holt, Rinehart & Winston, 1969.
HANNAN, C., *Parents and mentally handicapped children*, Penguin, 1975.
HARTLEY, R. I., FRANK, L. K., GOLDENSON, R. G., *The complete book of children's play*, New York, Thomas Crowell, 1963.
HEWETT, S., NEWSON, J., NEWSON, E., *The family and the handicapped child*, London, Allen Unwin, 1970.
LOWENFELD, M., *Play in childhood*, New York, Wiley, 1967.
MOUSTAKAS, C. E., *Children in play therapy*, New York, McGraw Hill, 1953.
PIERS, M. W. [ed], *Play and development*, New York, Norton, 1972.
PRINGLE, M. K., *The needs of children*, National Children's Bureau, London, 1974.
YOUNGHUSBAND, E. *et al*, *Living with handicap*, National Children's Bureau, London, 1970.

Parent/child programmes will need to be consulted as will the English Toy Libraries Association booklets and pamphlets.

APPENDIX IV

ABBREVIATED LIST OF TOY MANUFACTURERS

Although the manufacturers listed below generally produce well-designed toys, each individual item should be previewed for suitability for the particular library and clients served and quality and durability, as these can vary.

AARIKA
ABBATTOYS
ARNOLD
BAUFIX
BRIO
CAROLINE FORD
CHILD ORIENTED DESIGN
CONNECTOR
CREATIVE PLAYTHINGS
DUSYMA
*ELIZABETH TATE
ESCOR
GALT
JOHN ADAMS
JUKKA
KIDDICRAFT
LEGO
LIGNO
PHILIP AND TACEY
PLAYWAYS
RAVENSBURGER
*RON TOY
SCHOWANEK
SIMPLEX
SIO
SPIEL NAEF
STONEAGE
TONKA
*local manufacturers

APPENDIX V

ABBREVIATED LIST OF S.A. TOY SUPPLIERS

CHILD'S PLAY,
372 Magill Road
Kensington, S.A. 5068.

DOMINIE
66 North Terrace,
Kent Town, S.A. 5067

EDUCATIONAL AIDS
Davis Street,
Wingfield, S.A. 5013

HELIOS ART & BOOK SHOP
487 Marion Road,
South Plympton, S.A. 5038

MODERN TEACHING AIDS
SWAAB
3 Oakleigh Avenue,
Magill, S.A. 5072

PEPPERTOWN
113 Melbourne Street,
North Adelaide, S.A. 5006

RIGBY LIMITED
30 North Terrace,
Kent Town S.A. 5067

RON TOY—Mr Ron Davis,
(designer/manufacturer)
Jam Factory,
Payneham Road,
St. Peters, S.A. 5069

ELIZABETH TATE—
(designer/manufacturer)
Chilton Place,
Upper Sturt, S.A. 5156

TEDDY BEAR TOY SHOP
127 Melbourne Street,
North Adelaide, S.A. 5006

APPENDIX VI

LIST OF ABBREVIATIONS USED IN CATALOGUING

Adel.	— Adelaide	l.	— length
&	— and	Melb.	— Melbourne
app.	— appendix	(m)	— metal
Aust.	— Australia	Mex.	— Mexico
b&w	— black & white	min.	— minutes
bibl.	— bibliography	mono.	— monoaural
bds.	— boards	multicol.	— multicoloured
chn.	— children	nd.	— no date
(c)	— cloth	N.J.	— New Jersey
cm.	— centimeter	N.Y.	— New York
col.	— colours	(p)	— plastic
coord.	— coordination	Phila.	— Philadelphia
corresp.	— corresponding	photo.	— photographs
Czech.	— Czechoslovakia	pr.	— pair
des.	— designer	pics.	— pictures
diam.	— diameter	(r)	— rubber
diff.	— different	quadra.	— quadraphonic
ed.	— editor	r.p.m.	— rev. per minute
Eng.	— England	s.	— side
(f)	— felt	sd.	— sound
Fin.	— Finland	si.	— silent
figs.	— figures	stereo.	— stereophonic
fr.	— frame	Switz.	— Switzerland
h.	— high	Syd.	— Sydney
gloss.	— glossary	tot. pcs.	— total pieces
illus.	— illustrated	U.	— university
incl.	— including	vari.	— various
jt. auth	— joint author	(w)	— wood

APPENDIX VII

GLOSSARY OF LIBRARY TERMS

Added entry. Catalogue card other than the main entry. Subject cards are added entries.

Author entry. A catalogue card, usually the main entry card, on which the author's name appears on the top line.

Call number. The number identifying the item which appears on the outside of each piece of material, on all catalogue cards, the shelf list card, the circulation card, is used to shelve together like materials in the centre.

Card catalogue. The index to all materials in the centre, in card form, filed alphabetically by information on the top line of each card.

Cassette tape. A magnetic reel-to-reel tape enclosed in a sealed plastic container which is easily inserted into the appropriate cassette recorder or player.

Cataloguing. The process of making an index, usually on cards, of the authors, titles, and subjects of all materials in the collection.

Classification. The grouping of materials by subject according to a scheme.

Collation. The physical description of the item.

Consideration file. A file of materials considered for future purchase.

Copyright date. The date on which the material received its copyright. It is usually found on the back of the title page of a book and on various parts of other media.

Cross reference. A reference to another subject (*see* reference) or to additional subjects (*see also* reference).

Descriptive cataloguing. Establishing the entries and providing the descriptive information on the card.

Filmstrip. A strip of film which presents a sequence of related still pictures in black and white or in colour for projection.

Guide card. A projecting card labelled to help locate information in the subject file.

Hanging indentation. The form of the catalogue card used when the title is the main entry.

Imprint. The publisher or producer, the place of publication and the date of publication.

Inventory. A check of the centre's holdings against the shelf list record to determine whether any are missing.

Loop tape. A cartridge of magnetic tape, the ends of which are joined together to form an endless loop for continuous playing.

Main entry card. The basic, or unit card from which other catalogue cards are made, usually either the author card or the title card.

On order file. The file containing the copies of individual order slips, each of which is the record of a title ordered but not yet received.

Parallel sequence. A parallel run of materials arranged in the same order as the main sequence but separated physically.

Periodical. A publication appearing at regular intervals and numbered in successive issues or parts. Newspapers, magazines, and journals are periodicals.

Realia. Real objects, such as a bird's nest, a fossil-bearing stone, and the like.

Shelf list. A record on cards of all materials in the collection arranged by call number, each card representing a single item.

Slide. A single, small picture on film, mounted for use with a slide viewer or projector.

Subject card. The card in the card catalogue which has the subject on the top line.

Subject heading. The word or words used to indicate the subject of the material.

Subtitle. The explanatory part of the title following the main title.

Tape recording. A magnetic tape on which sound is recorded.

Title entry. The card in the card catalogue which has the title on the top line.

Tracing. A record at the bottom of the main entry card indicating all other cards made.

Transparency. An image on transparent material. It is enlarged by means of an overhead projector.

Vertical file. The term used to designate the collection of pamphlets, clippings, and pictures which are housed in a filing cabinet.

Videotape. A magnetic tape which records both sound and picture from a television source.

Weeding. The process of withdrawing materials from the collection because of worn condition, age, unsuitability, or some other reason.

APPENDIX VIII

EXAMPLES OF STATISTICS AND EVALUATIONS

SAMPLE FROM TEXAS I.M.C.

ANALYSIS OF INSTRUCTIONAL MATERIAL

Title: _____ Price: _____
Author/s, consultant/s or editor/s: _____
Publisher and address: _____ Copyright date: _____
Content or cognitive/perceptual area: _____
Other educational application: _____
Format: _____
Developmental _____ Remedial _____
Supplementary/reinforcing _____
Consumable _____ Reusable _____ Can be handled independently _____
Presentation: Large group _____ Small group _____ One-to-one basis _____
Educational level: _____ Interest level _____
Reading level: Over-all _____ At beginning _____ At end _____
Readability formula used: _____
Time allotment for use: _____
Equipment necessary: _____
Objective/s:

Modality/process: Input _____
Response output of learner _____
Instructions for the teacher: _____
for the learner: _____
Physical characteristics:

Unique characteristics, if applicable:

Description:

Separate pieces, if applicable, price:

Adaptation or modification to be made to fit learning needs of student/s, if applicable:

SAMPLE FROM NEW ENGLAND I.M.C.

EVALUAID (sample) NEMIC No. _____

EVALUATION OF INSTRUCTIONAL MATERIALS

TITLE
AUTHOR
PUBLISHER

This material is sent in response to your request. Your experience in using the material is a valid measure of its applicability. Please briefly answer the following questions.

Where did you use the materials?
age level _____ type of handicap _____ no. of children _____
curriculum area or areas _____
How effectively did the materials meet your requirements for:
instructions (teacher's manual)?

application (learner acceptance and use)?

results?

How practical were the following aspects of the materials?
content _____
language _____
design _____
format _____
durability _____
handling _____
relevancy _____
generality _____
size _____
storage _____
cost _____
Will you purchase or recommend the materials? _____

Why or why not?
Could any parts of the material be applied to other areas of use?

Could most teachers easily duplicate the materials themselves?

What types of material have you evaluated and recommended before?

Have you used any other instructional materials in this area?

What is your present position? _____
What is your major area of study ? _____
Please make any additional comments or observations you may have on the other side of this page.

SAMPLE FROM NORTH WESTERN REGIONAL I.M.C.

LRC _____

Date _____

CLIENT PERCEPTIONS OF LRC SERVICES

A. Demographic Information

1. Name of district _____ 2. Name of school _____
3. City _____, State _____ Zip code _____
4. Check all of the following that apply to you.

_____ Regular class teacher
_____ Special class teacher
_____ Itinerant/consulting teacher
_____ Ancillary/support teacher
_____ Resource room teacher
_____ College faculty
_____ College student
_____ Other
Specify _____

5. School placement or grade level of your class. Check all that apply.

_____ Preschool
_____ Primary
_____ Intermediate
_____ Junior High
_____ Senior high
_____ Combination
Specify _____
_____ Other
Specify _____

6. Type and number of handicapped children with whom you work.

_____ EMR ____ Physically handicapped ____ Speech impaired
_____ TMR ____ Visually impaired ____ Hospitalised/homebound
_____ L.D. ____ Auditorily impaired ____ Other
_____ E.D. ____ Multiply handicapped ____ Specify

B. Patron Awareness of Center Services

1. Are you aware of the services available to you through the LRC (ALRC) in your area?

Yes_____ No_____

2. How were the center services brought to your attention? Check all that apply.

_____ School administration
_____ LRC personnel
_____ Ancillary/support personnel
_____ Other teachers
_____ Workshops
_____ Newsletters
_____ Brochures
_____ Displays
_____ College courses
_____ Other
Specify _____

C. On-Site Assistance

1. How many times this school year has someone from the center come to your class/school to assist you?

_____ If none, why? _____

(continuation of previous form)

2. Which of the following services were delivered?

_____ Materials demonstration	_____ Behaviour management and classroom control
_____ Individual student programming	_____ Materials development
_____ Student assessment	_____ Other
_____ Materials loan	Specify _____
_____ Materials selection	_____

3. What are you doing differently in your classroom as a result of this service?

_____

_____

_____

4. To what extent did you find these services useful?

1	2	3	4	5
Not at all	Very little	Somewhat	Quite useful	Very useful

5. Which service was most useful? _____

_____

Why was it most useful? _____

_____

6. Which service was least useful? _____

_____

Why was it least useful? _____

_____

_____

D. In-Center Assistance

1. How many times this school year have you visited the center? _____

If none, why? _____

_____

2. Which of the following services did you receive at the center?

_____ Materials demonstration	_____ Behaviour management and classroom control
_____ Individual student programming	_____ Materials development
_____ Student assessment	_____ Other
_____ Materials loan	Specify _____
_____ Materials selection	

3. What are you doing differently in your classroom as a result of these services? _____

_____

_____

_____

4. To what extent did you find these services useful?

1	2	3	4	5
Not at all	Very little	Somewhat	Quite useful	Very useful

5. Which service was most useful? _____

_____

Why was it most useful? _____

_____

_____

6. Which service was least useful? _____

_____

Why was it least useful? _____

_____

_____

E. Materials Loan

1. How many times during this school year have you borrowed materials from the LRC? _____

If none, why? _____

_____

_____

2. Which of the materials you borrowed did you find most useful? If possible, identify them by name.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Which of the materials you borrowed did you find least useful? If possible, identify them by name.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. What per cent (or how many) of the materials you requested were available to you on the date you wanted them) If necessary, please estimate. If your answer is stated as a per cent, so indicate. _____
5. What per cent (or how many) of the materials you requested were available to you within two weeks of the date you wanted them? If necessary please estimate. If your answer is stated as a per cent, so indicate _____
6. What per cent (or how many) of the materials you requested were available to you later than two weeks of the date you wanted them? If necessary, please estimate. If your answer is stated as a per cent, so indicate _____
7. To what extent did you find materials loan services useful?

1	2	3	4	5
Not at all	Very little	Somewhat	Quite useful	Very useful

If 1, 2, or 3, please explain why. _____

_____

_____

F. Information Services

1. How many requests for information have you made of the LRC this school year (such as information about educational diagnosis, educational prescription, educational programming, media and materials, etc.) _____
2. What per cent (or how many) of these requests did you feel received an adequate response? If stated as a per cent, so indicate. _____
3. If the LRC has been unable to fill your requests for information, have you been referred to other agencies or individuals for additional help?

Yes_____ No_____

(continuation of form)

If yes, where and for what information?

Where	What information
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Which of the following informational mailings have you received during this school year?

_____ Brochures
_____ LRC newsletter
_____ State newsletter
_____ ALRC/RCC newsletter
_____ Other
Specify _____

5. Do you read them? Yes_____ No _____
If No, please explain why not. _____
_____
_____

6. What action have you taken as a result of information received from these mailings?
_____
_____
_____

7. To what extent did you find information services useful?

1	2	3	4	5
Not at all	Very little	Somewhat	Quite useful	Very useful

If 1, 2, or 3, please explain why. _____
_____
_____

G. In-Service Training

1. What workshops sponsored by the LRC have you attended during this school year?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. What are you doing differently with your students as a result of the knowledge/skills that you acquired from the workshops you attended?
_____
_____
_____
_____

3. If you are a student, how have you used the services of the LRC in pursuit of your studies?

_____ Evaluating materials
_____ Developing materials
_____ Developing educational programs
_____ Assessing student progress
_____ Completing course assignment
_____ Writing term papers
_____ Borrowing materials for use in student teaching/practicum

4. To what extent did you find in-service training services useful?

1	2	3	4	5
Not at all	Very little	Somewhat	Quite useful	Very useful

If 1, 2, or 3, please explain why. _____

_____

_____

H. General Reactions

1. Are the services offered by the LRC available from any other source?

Yes_____ No_____

If yes, where and what services?

Where?	What services?
_____	_____
_____	_____
_____	_____
_____	_____

2. If the lack of time, money, and personnel were not problems, what additional services, or changes in existing services, would you want?

_____

_____

*Samples are adapted slightly for use in this publication.

Loan Statistics

Date:	School & Teacher:	Age Range of Class:	Call Number:	Name of Toy:	Comments:

APPENDIX IX

BIBLIOGRAPHY OF LIBRARY PROCEDURES

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APPENDIX X

BASIC LIST OF DEFINITIONS USED IN RESOURCE CENTRES AND TOY LIBRARIES

Abstract reasoning. The art of arriving at conclusions through the use of symbols or generalisations, rather than factual or perceptual information.

Auditory acuity. Ability to attend to and discriminate different sounds.

Auditory perception (auditory discrimination). Ability to interpret or organise sensory data received through the ear.

Auditory reception. Ability to understand sounds, especially the spoken word.

Auditory sequencing. Ability to identify and organise aural stimuli in temporal order.

Auditory visual association. Matching of perceived objects and sounds.

Body contact. Motor activities by which objects are manipulated, including, grasping, pushing, pulling.

Body image. Conceptual representation of one's own body, derived from internal and external sensations, emotions and fantasies related to orientation movement and behaviour.

Classification. The act of ordering phenomena in groups, families or systems on the basis of designated characteristics.

Cognition. Act or process of knowing; the various thinking skills and processes are considered cognitive skills.

Colour discrimination. Ability to perceive similarities and differences between colours.

Conceptual. Ability to group and relate perceptual data into a meaningful generalisation which, with varied experience, enables a concept of the data to develop.

Constancy. Ability to accurately perceive the invarient properties of objects such as shape, position, size, etc. in spite of the variability of impression these objects make on the senses of the observer.

Directionality. Transfer of a system of relationships to the surrounding space.

Figure-ground discrimination. Ability to distinguish an object from the background surrounding it.

Fine motor coordination. More specific manipulative tasks involving effective functioning of fingers, thumb and finger apposition, etc.

Gross motor. Activity in which the large muscles are used and factors of rhythm and balance are primary.

Kinesthetic perception. Sense that yields knowledge of the movement of the muscles of body and position of the joints.

Laterality. Internal awareness of right and left side.

Locomotion. Motor activities which move the body through space.

Manipulative materials. Reaching, grasping, picking up.

Matching and sorting. Ability to perceive likenesses and differences between objects, which the child develops through discrimination learning.

Movement education. Kinesthetic awareness, alignment and balance skills as seen in eurythmics and creative dance.

Patterning. Reproduction of an ordered sequence of movement, etc.

Perceptual development. Development of visual-perceptual understanding of objects and events which grows through the organisation of sensory information and environmental experiences.

Perceptual-motor development. Development and control of movement in terms of perceptual information.

Perceptual-motor match. Comparing and collating perceputal information with a built-up body of motor information. The stabilising of an accurate impression is the perceptual-motor match.

Psycholinguistics. The field of study which blends psychology and linguistics to examine the total picture of the language process.

Receipt and propulsion. Contact with a moving object, pushing, pulling, etc.

Self-help skills. Activities or materials for instruction and development in daily care, including feeding skills, toileting and self-management.

Sensory. Environmental information enters the brain through the sensory input channels where it is interpreted. The sensory systems include, kinesthesis, touch, vision, hearing, smell and taste.

Sensory-motor. Sensory exploration linked with manipulation of objects, and with information procession. See Piaget and sensory-motor learning.

Sensory stimulation. Stimulation of the organism through the sensory channels of kinesthesis, touch, taste, smell, vision, and hearing.

Sequencing. A structured sequence and ordering of similar and dissimilar actions or objects in time or space, e.g. rhythmic sequence.

Sequential memory. Ability to reproduce a remembered sequence.

Seriation. Number, shape and length in a regular gradation.

Shape constancy. Ability to recognise similar shapes irrespective of different size, colour, and orientation in space.

Spatial organisation. Ability to organise different objects in space, and awareness of the spatial positions of body parts.

Synchrony. Concept of simultaneity- coordination of events and actions occurring at the same time.

Tactual perception (tactile learning). Ability to interpret and give meaning to sensory stimuli which are experienced through a sense of touch.

Visual discrimination. The identification, organisation and interpretation of sensory data received by the individual through the eye.

Visual sequencing. Ability to identify and organise visual stimuli in a temporal order.

Visual memory. Ability to memorise and reproduce visual stimuli.